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HENRY BARNARD

Henry Barnard

CHANCELLOR OF THE STATE UNIVERSITY

AND DEPUTY OF THE BOARD OF NORMAL SCHOOL OF WOMEN 1859

TENTH ANNUAL REPORT
ON THE
CONDITION AND IMPROVEMENT
OF THE
COMMON SCHOOLS
AND
EDUCATIONAL INTERESTS
OF THE
STATE OF WISCONSIN,
For the Year 1858.

BY LYMAN C. DRAPER,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION..

ATWOOD & RUBLEE, PRINTERS.

1858.

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, December 10th, 1858.

TO HIS EXCELLENCY A. W. RANDALL,
Governor of the State of Wisconsin.

SIR :—I herewith transmit, through you, to the Legislature,
the Annual Report of this Department.

I have the honor to be, with much respect,
Your obedient servant,
LYMAN C. DRAPER.

TENTH ANNUAL REPORT.

TO THE LEGISLATURE :—

It is made the duty of the Superintendent of Public Instruction to report annually to the Legislature :

“An abstract of all the Common School reports received by him from the several clerks of the County Boards of Supervisors ;

“A statement of the condition of the Common Schools in this State ;

“Estimates and accounts of the expenditures of the school moneys ;

“Plans for the improvement and management of the Common School Fund, and for the better arrangement of the Common Schools ; and

“All such matters relating to his office, and the Common Schools of the State, as he shall deem it expedient to communicate.”

And furthermore, it is made the duty of the State Superintendent “to open such correspondence abroad as may enable him to obtain, so far as practicable, information relative to the system of Common Schools, and its improvements in other States and Countries, which he shall embody in his Annual Report to the Legislature ;” and he shall also, “annually submit to the Legislature, with his report, a statement of his travels in making official visits during the past year, and of his expenditures for that purpose.”

In accordance with these provisions of law, I have the honor to present the Tenth Annual Report from this Department.

ABSTRACT OF SCHOOL REPORTS.

Appended to this Report will be found a full abstract of all the reports received from the Clerks of the County Boards of Supervisors. But three counties remain to be heard from—Burnett, Dunn, and La Pointe.* Burnett has never been organized, and no report from it need be expected; Dunn county had the misfortune, early in November last, to have its Court House and county records destroyed by fire, and thus, doubtless, its report delayed. La Pointe county has never yet made a report since the organization of the State; it ought to enjoy its share in the benefits of the School Fund apportionment. I have repeatedly written to the clerks of the Boards of Supervisors of both Dunn and La Pointe counties, urging them, notwithstanding their delay, still to send in their reports.

As the value of such statistics depends much upon the contrasts we make of them, I shall proceed to point out briefly some of the lessons they are calculated to teach us.

Number of Children.—The whole number of children reported between the ages of four and twenty years, adding for Dunn county 421, the same as last year, is 264,078—showing an increase over last year of 22,533. Last year's increase over the year preceding was 27,659; so this year exhibits a less increase by 5,126 than its predecessor. It may astonish not a few to learn, that according to the most recent statistics at command, only the States of New York, Pennsylvania, Ohio, Illinois and Indiana—and in this relative order—surpass Wisconsin in their number of reported children of school age. Were the 264,078 children of this State to form in single file, allowing each a space of four feet, they would make a continuous army *two hundred miles* in length! What an array of children,—the future hope of the State! Their educational welfare is a matter of immense importance; and it behooves the Legislature to perform their solemn and weighty responsibilities to these children that their right education may add millions to the wealth of the State.

School Attendance.—Last year the total number of children of school age was 241,545, of which 153,613 attended school. This year, out of 264,078, there has been a reported attendance of 167,110—thus showing that last year there were 87,932 children in the State who did not attend school, and 96,968 of the same class this year. Some of these reported as non-attendants at the public schools, have attended private schools, academies and col-

* La Pointe County has since reported.

leges, while ill-health and other causes have prevented the attendance of others. Still, after making all reasonable deductions for these causes, it will be found that about *one third* of all our youth of school age are not availing themselves of the benefits of the education provided for all. This is to be lamented. Yet even this is a decided improvement since the organization of the school system of the State; for the First Annual Report of this Department exhibited, in round numbers, only 32,000 out of 70,000 children as attending school—considerably less than half. The last Report of the School Commissioner of Ohio, shows considerably less than one half of the school children of the State attending the public schools; in Maine less than half; in Indiana the same; in Illinois, by the report of 1849, less than one quarter; in New York and Massachusetts about three fourths. We are, then, doing in this particular as well as the average; but we should not be satisfied, so long as there is a possibility of doing better. Nearly a hundred thousand children in Wisconsin growing up in ignorance, fit subjects for crime and misery, and fit candidates for the penitentiary! It ought not so to be.

What is the remedy? I confess it is not altogether clear.—The idea of compulsory measures to secure more general attendance, is not exactly suited to the genius of our free government. A late writer upon this subject remarks: "In many of the European States, parents are compelled to send their children to school. In Prussia, absentees are liable to full school fees, and a fine or a day's labor in compensation. In Saxony, nothing is an excuse for absence from school but sickness, and attendance is compelled by fine and imprisonment.—In Hanover, the ecclesiastical authorities are charged with the inspection of schools, where every child from the age of six is required to attend, unless sufficiently instructed elsewhere. In Bavaria, no child is allowed to leave school until he has arrived at the age of twelve years, and then not without an examination and a certificate, which is necessary to apprenticeship and marriage. In Austria, all the children from the age of six years must go to school till they are twelve years of age. A Commissioner from the French Government, who has been examining the school systems of Germany, urges the necessity of compulsory instruction—of some system which shall compel the attendance upon instruction of some kind of all the children of the State. If it is wise in the State to take authority out of the parents' hands, it is in such a case as this. Education makes the citizen, and the evils of ignorance, or a misdirected education, do not fall simply upon individuals, but are entailed upon society." In Massachusetts, which shows so large an attendance,

every person who does not send his child, between the ages of eight and fourteen years, to school, at least twelve weeks, of which six weeks shall be consecutive, during each year, is subject to a fine of twenty dollars, unless rendering a sufficient excuse.

While our State is probably not yet prepared to adopt compulsory measures, I would respectfully suggest whether persuasive influences may not be resorted to with profit? Some States are agitating the idea, whether apportioning their School Funds, not to the whole number of children, but to the *attendance*, might not prove an incentive to the districts to secure as full an attendance as possible? Hon. HENRY BARNARD suggests, whether this proposition might not be combined with the present practice—say one half of the amount apportioned to go to the whole number of children, and the other half to attendance; and, furthermore, whether the longer and more punctually parents send their children to school, the less in proportion should be their local school tax? We should be thus holding out powerful motives for attendance. If it should be thought, that this mixed system of apportioning the School money would not be in accordance with the provisions of the Constitution, an amendment to that instrument, in a matter of so vital importance, might be deemed not only necessary, but indispensable to the best interests of the people.

Length of Schools.—The first School Report of this State, nine years ago, gave a trifle less than four months as the average length of time the schools in the State were taught. This average has steadily increased, until this year's statistics show five and three-fifths months. Out of fifty-two Counties reported, thirty-five of them exhibit an average of from five to eight months and three quarters; fourteen others range from four to five months, and three Counties less than four months. It is unquestionably a struggle for not a few of the frontier districts to provide the necessary means to maintain even a three month's school; yet does not the general cause of education demand that the State should take a step in advance, and require a four month's school to be kept, in order to share in the School Fund apportionment? Such an amendment would not, I should think, conflict with the Constitution, which requires "at least a three month's" school—this is simply the minimum, and by the same article it is provided, that "provisions shall be made by law for the distribution of the income of the School Fund;" and among such provisions it would, I should conceive, be eminently proper, and strictly within the province of the Legislature, to elevate this standard if they thought the best interests of education required it. I should much rather suggest a six month's school, instead of four, but I feel for the poor people in the sparsely set-

tled frontiers, struggling as they are with poverty; and should greatly fear that such an extension at present, like an excessive tariff, would prove prohibitory in its operation, and thus deprive them of schools altogether. But an extension to four months, I believe, would not be oppressive, but would prove a powerful impetus to the great cause of education in our State.

Number of Districts.—The number of separate districts in the State is 3,181, and 1,566 parts of districts, which form joint districts—and estimating two and a half parts as equal to a district, we shall have 626 to add to the 3,181, giving a grand total of 3,807 districts. Last year there were reported 3,018 districts, 1,360 parts or 544 joint districts, making altogether 3,562 districts. There is an increase of 245 districts over last year; and the total number has very nearly doubled since the organization of the State. This increase has resulted from an extension of our settlements, and also from the very injurious practice of dividing and thus ensmalling their number.

Number and value of School Houses.—Nine years ago, when the first School Report was made, 674 school houses were reported, nearly one half of which were of log construction; last year the total number was 2,945; this year 3,482, of which something over one third are logs—increase of school houses over last year 587.

The total valuation of the school house property of Wisconsin nine years ago was \$75,810 75; last year, \$863,478 49; this year, \$1,127,191 69—increase in valuation since last year, \$23,713 20. The 3,482 school houses in the State range in value as duly reported to this Department, from one cent to \$23,000—averaging \$321 53. Milwaukee reports the most costly school house, \$28,000; Janesville one at \$25,000; Racine one at \$12,000; Dodge, Kenosha and La Crosse, one each at \$10,000; Sheboygan and Waukesha, one each at \$8,000; Dane one at \$6,000; Grant, Jefferson and Outagamie, one each at \$5,000; Brown, Portage and Winnebago, one each at \$4,000; Fond du Lac, Green, Ozaukee, Richland and Sauk, one each at \$3,000; and Manitowoc, Eau Claire, Juneau and Waushara, one each at \$2,000. It is highly creditable to the liberality and enlightened zeal of these several localities, that they have done so nobly in this direction; and especially so to the new frontier counties of La Crosse, Outagamie, Portage, Richland, Sauk, Eau Claire, Juneau and Waushara. Other frontier counties have also done exceedingly well—Green Lake, one school house, \$2,500; Pierce and St. Croix one each, at \$1,500; Bad Ax, one at \$1,300; and Chippewa, one at \$1,225.

Nine years ago there were 511 school house sites containing less than an acre; last year, 2,869; this year, 3,060—increase over last year nearly 700. There would appear to be something

over 700 school house sites containing an acre or more. There were, nine years since, 582 school house sites uninclosed; last year, 2,470; this year, 3,099—showing only about 700 school house sites enclosed, or one in about every five and a half. This exhibits a sad neglect; for where there are no enclosures, we can hardly expect that any attention has been paid to shade trees, and other out door culture and neatness, so well calculated to add charms and attractions to the school house and its surroundings. But few of us fully realize the influence of these apparently minor matters, in either attracting the youthful mind to, or repelling it from, the school and all its attendant blessings.

There were, nine years ago, 331 school houses without blackboards; last year, 940; and this year, 1,072—thus showing nearly one quarter of the school houses destitute of this very important appendage. Nine years since, 474 school houses were without out-line maps; last year, 2,482; and this year, 2,346—thus showing nearly two-fifths of the school houses destitute.

Teachers' Wages.—Nine years ago, the average of wages paid to male teachers per month was \$15 22, and to female teachers \$6 92; last year to male teachers \$24 60, and to female teachers \$15 16; and this year to male teachers \$27 02, and to female teachers \$14 92—an increase on male teachers of \$2 42, and a decrease on female teachers of 24 cents. In Douglas county, the highest wages were this year paid to a male teacher, \$50 per month; in Buffalo county the lowest, \$20 41; while in Douglas county also the highest wages were paid to a female teacher, \$29 00, and in Adams the lowest, \$9 68. It will be seen, that in the course of nine years teachers' wages have very nearly doubled—the wages of female teachers more than doubled; and this may be regarded as a fair index of the advanced character of the schools themselves, and the value of the instruction imparted. The following table exhibits the gratifying progress made from 1849 to the present time:

Years.	Average am't paid Male Teachers.	Average am't paid Female Teachers.
1849.....	\$15 22	\$6 92
1850.....	17 14	8 97
1851.....	17 16	8 35
1852.....	15 83	8 64
1853.....	18 17	9 94
1854.....	18 75	11 00
1855.....	23 10	12 06
1856.....	25 38	13 80
1857.....	24 60	15 16
1858.....	27 02	14 92

School Libraries.—The total number of School District Libraries reported last year, 1,103; this year 1,375—increase 272; total number of volumes last year 28,628; this year 38,755—apparent increase 10,127 volumes. Judging from the fact that more counties this year report an increase in their libraries, than report money expended for the purpose, it is reasonable to presume that either all the expenditure for books is not reported, or that books were returned this year which were neglected last year. So that it is not possible to get at the amount really expended for library purposes. Last year 19,504 volumes were loaned for reading; this year 34,104—showing the very marked increase over last year of 14,600 volumes loaned to readers. From 1849 to the present time, there has been an average of less than a volume a year added to the School District Libraries of the State—a fact that should not only cause profound regret, but arouse us to the absolute necessity of some improved School Library system. Impressed with the uncommon importance of this matter, special pains have been taken, by personal visits and correspondence, to learn the practical workings of the library systems of other States; and this whole subject will be presented, in a subsequent part of this Report, in all its bearings, together with such practical deductions as the facts and experiences grouped together would seem to warrant.

These educational facts, as a whole, show that we are making progress in Wisconsin. Schools and school-houses, pupils and attendance, are steadily increasing; and the increased demand for better qualified teachers, and the increased wages they receive for their services, are gratifying and unmistakable evidences that the good work is gradually advancing and improving. The establishment of Normal Schools, the growing interest manifested in the Teachers' State Convention, together with the measure of success and usefulness attendant upon the *Wisconsin Journal of Education*, are so many additional evidences of progress, which should not be lightly esteemed or overlooked in making up the general estimate of the onward march of education in Wisconsin. That cause which last year expended for teachers' wages alone over *two hundred and seventy thousand dollars*, and this year over *three hundred and thirty-four thousand dollars*—over \$64,000 this year more than the last, and over six hundred thousand dollars during the two years together, is one which very properly claims the warm sympathies and zealous efforts of every true son of Wisconsin, both in and out of the Legislature.

EDUCATION—how vast the significance of that single word! It conveys to us the idea of the mental training of millions of children who are soon to fill the places we now occupy. "Each one of these millions," suggests HORACE MANN, "with a fitting

education, is capable of adding something to the sum of human happiness, and subtracting something from the sum of human misery; and many great souls amongst them there are, who may become instruments of turning the course of nations, as the rivers of waters are turned."

Important as all concede it to be, yet how little earnest attention is given by the mass of our people, by parents and by legislators, to the subject of education. It vitally concerns us all, and yet few seem to realize the ever-living fact. "Improvements in useful, and often in useless arts, command solid prices,—twenty, fifty, or even a hundred thousand dollars,—while improvements in education, in the means of obtaining new guaranties for the permanence of all we hold dear, and for making our children and our childrens' children wiser and happier,—these are scarcely topics of conversation or inquiry."

The total expenditures of our State for the nine years since its organization up to the first of January last, was, in round numbers, one million and nine hundred thousand dollars; while the total amount of the School Fund income apportioned to the several towns, including the apportionment in April last, amounts to \$835,320 37, which was distributed on the express condition of at least half the amount being levied and collected by the several districts enjoying this educational bounty, which would at least add one half to making it \$1,252,980 55. It would be a very moderate estimate to say, that during these nine years past at least fifty per cent. more has been raised by taxation for school purposes in Wisconsin than has been actually required in order to share the State bounty, which would bring up the grand total expended for common schools since the organization of the State to over a million and a half of dollars, together with over a million of dollars more for school-house property—thus exceeding, by more than one-quarter, all other State expenditures for the same period put together. Is not, then, the educational interest of our State, in its pecuniary aspect alone, one of immense importance? It may well be asked, with the learned Bishop BERKELEY, "whether a wise State hath any interest nearer heart than the education of youth?" The education of the people should receive far greater attention from our legislators than is ordinarily bestowed upon it; for, I will venture to say, that in each successive session of two or three months of the Legislature, scarcely as many days are devoted to the paramount claims and mighty interests connected with the education of all the children of the State.

"Now, sir," exclaims the eloquent EDWARD EVERETT, "I am coming to the point which I wish to illustrate; and it is this: What none but a madman would knowingly do to his body; what

no known community of men, raised above the abjectest level of savage life, and placed on a soil and in a climate that yield a competent supply of wholesome food, has ever done to the perishing corporeal frame ; what no parent, in whose bosom the last drop of the milk of human kindness and natural love was not dried up, would do to his child,—that is done, and permitted to be done, without scruple and without rebuke, to the immortal intellect ; and this in enlightened lands and in Christian communities, composed of men who know that they have not only minds to enlighten, but souls to save. I say the monstrous and unnatural cruelty, never practised to himself or another, as far as the body is concerned, unless by an idiot or a savage, is daily, constantly, remorselessly, practised upon that which excels the body, by all the difference between mind and matter, spirit and clay, heaven and earth.

“The body is not starved, except in cases of cruel necessity. Not starved ? It is nourished and pampered by whatever can provoke or satisfy the appetite ; the healthy child is nursed and nourished up into the healthy man ; the tiny fingers, which now weary with the weight of the rattle, will be trained up to a grasp of steel ; the little limbs will learn to stretch, unfatigued, over plain and mountain ; while the inward intellectual being will be allowed to remain unnourished, neglected, and stunted. A reason, capable of being nurtured into the vigorous apprehension of all truth, will remain uninformed and torpid, at the mercy of low prejudice and error. A capacity, which might have explored nature, mastered its secrets, and weighed the orbs of heaven in the golden scales of science, shall pass through life, clouded with superstition, ignorant of the most familiar truth, unconscious of its own heavenly nature. There is the body of a man, sound, athletic, well-proportioned ; but the mind within is puny, dwarfed, and starved. Could we perceive it with our bodily sight, we should pity it. Could the natural eye measure the contrast between a fully-developed and harmoniously-proportioned intellect, on the one hand, and a blighted, stunted, distorted, sickly, understanding, on the other, even as it compares a diseased and shrivelled form with the manly expansion and vigorous development of health, we should be moved with compassion ; but, so completely do we allow ourselves to be the slaves of material sense, that many a parent, who would feel himself incapable of depriving a child of a single meal, will let him grow up, without ever approaching the banquet of useful, quickening knowledge.

“I know, sir, these are figures of speech. The mind does not grow by food, nor languish for want of it ; but these similitudes are the only means we have of discoursing of the intellec-

tual nature. I know not to what else we can better liken the strong appetite of the mind for improvement, than to a hunger and thirst after knowledge and truth; nor how we can better describe the province of education, than to say, it does that for the intellect, which is done for the body, when it receives the care and nourishment which are necessary for its growth, health and strength. From this comparison, I think I derive new views of the importance of education. It is now a solemn duty, a tender, sacred trust. What! sir, feed a child's body, and let his soul hunger! pamper his limbs, and starve his faculties!—Plant the earth, cover a thousand hills with your droves of cattle, pursue the fish to their hiding places in the sea, and spread out your wheat fields across the plain, in order to supply the wants of that body, which will soon be as cold and as senseless as their poorest clod, and let the pure spiritual essence within you, with all its glorious capacities for improvement, languish and pine! What! build factories, turn in rivers upon the water-wheels, unchain the imprisoned spirits of steam, to weave a garment for the body, and let the soul remain unadorned and naked! What! send out your vessels to the farthest ocean, and make battle with the monsters of the deep, in order to obtain the means of lighting up your dwellings and workshops, and prolonging the hours of labor for the meat that perisheth, and permit that vital spark, which God has kindled, which He has intrusted to our care, to be fanned into a bright and heavenly flame,—permit it, I say, to languish and go out!

“But leaving,” remarks Mr. EVERETT elsewhere, “all attempt to magnify the work of education, by pointing out the astonishing results to which it guides the well-trained mind, a much shorter method might be pursued with one who needed to be impressed with its importance. I would take such an one to a place of instruction, to a school, to a child's school, (for there is no step in the process more important than the first,) and I would say, in those faint sparks of intelligence just brightening over the rudiments of learning, you behold the germ of so many rational and immortal spirits. In a few years, you and I, and all now on the stage, shall have passed away; and there on those little seats, primer in hand, are arranged our successors. Yes, when the volume of natural science, and Nature with it, shall have vanished,—when the longest periods of human history shall have run together to a point,—those infant children will have ripened into immortal beings, looking back from the mansions of eternity, with joy or sorrow, on the direction given to their intellectual and moral natures in the dawn of their existence! If there is any one not deeply impressed, by this single reflection, with the importance of education, he is beyond the reach of any-

thing that can be urged, by way either of illustration or argument."

THE SCHOOL FUND.

It is one of the duties imposed by law on the Superintendent of Public Instruction, to propose "plans for the improvement and management of the Common School Fund." In compliance with a resolution of the Assembly, at its last session, I had occasion to enter quite fully into this matter, and shall now proceed to its re-examination, making such additions and modifications as the change of circumstances seems to require. Some of the statistics come down no later than in April last—relating chiefly to land sales; but as few lands have since been sold or pre-empted, the aggregates will remain about the same, and can in no case materially effect the general result.

The School Fund proper, after deducting the amount set apart for Normal School purposes, amounted, on the 1st of October last, to \$2,845,846 84—considerably less than the year preceding, owing to the diversion from the Fund of \$261,598 54 to the Drainage Fund. The interest on the present School Fund, at 7 per cent., is \$199,212 04. There is now in the treasury the sum of \$40,790 07 of School Fund income; adding this to the interest due prior to 5th of March next, and we should have a total of \$240,002 11 for the next apportionment. This, as experience shows, cannot all be collected. Last year the figures pointed out fifty thousand dollars more than was actually paid in, in time for the apportionment. If we have \$190,000 to appropriate in March next, it will probably be as much as can reasonably be expected; and this sum would give about seventy-two cents to each child, of school age, in the State. It would not be safe to estimate more.

SOURCES OF AUGMENTING THE SCHOOL FUND.

The sources of increasing the School Fund, as already provided, are—25 per cent. of the net proceeds of the sale of the Swamp Lands; five per cent. net proceeds of the sale of Government lands in Wisconsin; and the sale of the remaining unsold School Lands—the item of fines, penalties and forfeitures being too unimportant to take into the account in a general estimate of this kind. Let us look carefully at these several sources, and see what may reasonably be estimated as the ultimate amount of the School Fund, when all these additions shall have been made:

Swamp Land Grant.—The total amount of the Swamp Land Grant, can only be approximately estimated. In the report of the

Commissioner of the General Land Office of 1857, there appear to be 2,350,000 acres of the Wisconsin surveys returned, and entered on the plats of that office, as swamp lands, and set apart as such under the Act of 1850. Only 1,674,588 acres have as yet been patented to the State. But in the report of the Commissioner of the General Land Office just made, it appears that there are 2,827,199 acres of Swamp and Overflowed lands, under the act of 1850, upon which patents, and lists having the effect of patents, have been already issued to our State. Gov. BASHFORD, in his last annual message, estimated the whole amount to which the State would be ultimately entitled under this Grant, at not less than two and a half millions of acres; but it has already proved to be much more than that, and there is as yet a large region of country unsurveyed by Government, and also a large quantity of lands not yet reported as Swamp Lands, which must eventually be placed in that category, and inure to the State. From the best information I can gain from the officers having in charge the Swamp Land Department; and from surveyors and others, intimately acquainted with the northern region of our State, I think we may safely place the total amount of the Swamp Land Grant, at not less than three millions of acres. The more sanguine place it as high as four millions; but I think it would be most prudent, in making estimates, not to place it higher than three millions. As the remaining portion of this Grant must necessarily be located principally in the remote wilderness region between our northern settlements and Lake Superior, it cannot reasonably be expected to realize so much per acre as that already sold, and the expenses of sale are to be deducted; hence, probably a dollar and ten cents per acre, after deducting expenses, is as high as it should be estimated. Deducting from the estimated 3,000,000 of acres, the 916,516 acres already sold, and we have left 2,083,484 acres, which netting \$1 10 per acre, would realize the sum of \$2,291,832.40—adding one-quarter of which to the School Fund, would be \$572,958 10.

School Lands Unsold.—There appear to be unsold about 381 of the sixteenth or school sections, lying mostly north of township line 30, and thus mostly in regions yet only partially surveyed—which would be 243,840 acres, and which, at the minimum price of \$1 25 per acre, would realize \$304,800 00. None, I believe, of the 500,000 acre school tract, remains unsold. Of the Selected Lands, selected in lieu of the 500,000 acre school grant, only about 8,000 acres remain unsold, which at the minimum value would realize \$10,000 00.

Five per cent. proceeds.—Wisconsin, by its Constitution and admission into the Union, fully sanctioned by the General Gov-

ernment, is entitled to five per centum of the net proceeds of the sales of public lands in the State. But \$22,537 56 is all that has been paid of this fund—the last payment having been made August 28th, 1850. Its unjust detention since that time, and the reasons assigned for it, are well known, and need not, in detail, be repeated here. Suffice it to say, that by the Rock River Canal land grant of 140,000 acres, in 1838, the then Territory, and future State, of Wisconsin, were made a trustee, and held responsible for the proper application of the trust for the sole purpose of constructing and maintaining a canal from Rock River to Milwaukee. From various causes, not necessary here to notice, the Canal Company, after four years' efforts, practically abandoned the enterprise, after having disposed of some 43,000 acres of the land, at \$2 50 per acre, as the grant required, and used some of the proceeds in surveys, labor and material. The canal was not made, and the remainder of the lands was sold by the Territory, and the proceeds, together with the dues collected on lands sold on credit by the Canal Company, were appropriated to Territorial expenses, which the General Government was justly bound to liquidate. Notwithstanding this position of the affair, when Wisconsin became a State, Congress admitted her into the Union, with a pledge that she should be made the trestee, the same as other new States, of the five per cent. net proceeds of the sales of all public lands within her borders, for the special purpose of educating all her children. But, as we have seen, this has unjustly been withheld for a period of over eight years, as well also as 140,000 acres of the 500,000 acre tract of school lands to which the State was entitled—as an offset for the 140,000 acres granted for the construction of the Rock River Canal, for which an arbitrary charge of two dollars and fifty cents per acre was made against the State.

Various efforts have been made in past years, without success, to obtain these moneys and lands, so long and so wrongfully withheld by the General Government. During the past season, Col. D. W. JONES, the Secretary of State, made application to the proper Departments at Washington, and prosecuted the matter with his accustomed vigor and energy. He had made himself familiar with the whole subject, and pressed our claims with such an array of facts, and show of justice, that they could not well be longer denied. It was shown, that the Territorial Legislature had, in good faith, assigned the canal grant to the company which had petitioned Congress for it—a company composed of men believed to be responsible and enterprising; and that the acts of the Territorial Legislature, as is required of all Territorial legislation, were laid before Congress for their approval or disapproval, and this one relative to the canal grant among the num-

ber, and as no word of opposition was uttered, it hence follows that this disposition of the canal grant was tacitly endorsed and approved by the General Government, and it was not till twelve years afterwards that any complaint was intimated. In consequence of the poverty of the Territory and people twenty years ago, the company failed to raise the necessary means, and consequently failed in their purpose of constructing the canal. Yet the same men in part, under a new organization, constructed a first class railroad not only over very nearly the same region from Milwaukee to Rock River, but have extended it to the Mississippi; and that in this high northern latitude, where a canal would be frozen up nearly one half of each year, the railroad was much the more suitable and serviceable, and far more satisfactory to the people, for whose benefit the canal was designed; and that for the transportation of United States troops, munitions of war, or supplies for the upper Mississippi garrisons, a railroad furnishes a far more speedy mode of conveyance than any canal, besides providing an uninterrupted winter as well as summer communication. That this railroad, which has been extended to the Mississippi *via* Madison, and nearly so *via* Monroe, Green county, has given a powerful impetus to the trade and travel of the State, and must have been the means of hundreds of thousands of acres of public lands finding an early market, which they would not otherwise have done for many years; and that the total amount derived by Government from sales of public lands in Wisconsin has reached, in round numbers, the large sum of *twelve millions* of dollars. That in making the canal grant, the Government reserved alternate sections along the route of the canal, and sold them, or many of them, at two dollars and fifty cents per acre; so that, in a pecuniary point of view, Government lost nothing by the operation, as she got from the citizens of Wisconsin as much, or nearly as much, for the alternate sections alone, as she would at the usual Government rates, have obtained for those sections and the grant together; and the people of Wisconsin secured a railroad, which has been far better to them, and far better to the Government, than a dozen such canals as the one contemplated.

That the Territory, under the circumstances, did the very best it could—acted in good faith throughout, and saved much of the grant from the company, and devoted the proceeds to the expenses of the Territorial government, which were justly chargeable to the General Government. That even if the Territory had culpably failed on its part, as trustee, to fulfil, or cause to be fulfilled, the terms of the grant,—or even if adjusted, and the State was admitted to be indebted to the General Government for the full amount claimed—still the General Government had

no shadow of a right to withhold a trust sacredly pledged by permanent enactment, and by a solemn sanction of our Constitution, for the education of the children of Wisconsin for all time to come; that, therefore, this five per cent. fund should have been paid over to the State, not as a gift, or debt, due Wisconsin, but as a trust, so made by special contract, for a special educational purpose; and that, if the State was justly indebted to the General Government, which is not admitted, then the State should pay it, not out of the School Fund, which it could not do, but out of its general fund raised by taxation from the people.

By arguments such as these, Col. JONES at length got the claim for the full amount of the five per cent. net proceeds of sales of public lands in Wisconsin, up to 1st of January, 1858, passed through the General Land Office, and Auditor's Departments, and only wanting the approval of the Secretary of the Treasury, which that officer withheld simply on the ground, that as the amount was large (some \$270,000) he wished to consult the President before acting in the matter, who was then absent from the Federal city. Serious illness in Col. JONES' family at the time, compelled him to leave for home before the President's return. And thus the matter has rested.

I may add, in this connection, that I have been advised by Hon. CHARLES H. LARRABEE, one of our members elect to Congress, that he will shortly visit Washington, and push this claim, if possible, to an early allowance; and from his persistent manner, and attention to public business, there is great hope of early success, both with regard to the five per cent. fund, and the 140,000 acres withheld of the 500,000 acre school tract. If the former is allowed, as, it seems to me, it must be, sooner or later, then there can be no valid reason for longer withholding the latter. When these claims are allowed, together with the addition to the five per cent. fund which has accrued since the 1st of January last, and should the 140,000 acres be judiciously selected, I should presume that we might calculate on five hundred thousand dollars being eventually added to the School Fund from these sources.

The further addition to the School Fund from the five per cent. net proceeds of the future sales of public lands in Wisconsin, can only be approximately estimated. Taking it for granted, that there are fully as many, if not more, unsold Government lands south of township line 30, as have been sold north of that line, then there must be, at the least calculation, fourteen millions of acres of unsold Government lands in the State, after deducting the school section for each township. Deduct from this, say four millions of acres to satisfy the Railroad Grants, and two millions more for swamp lands, and we will have eight

millions of acres remaining—suppose of this that only six millions should prove saleable, and that should net only a dollar per acre, we should eventually be entitled to three hundred thousand dollars more from the General Government as the five per centum of the net proceeds of the sale of these lands.

To sum up, therefore, these several sources of revenue to the School Fund, present and prospective, will exhibit an approximation of its probable ultimate amount:

School Fund proper, as already stated,.....	\$2,845,846 84
School Sections unsold, 881, or, 243,840 acres,.....	304,800 00
Selected Lands unsold, 8,000 acres,.....	10,000 00
Five per cent. due from General Gov'm't up to Jan. 1, 1859, say	300,000 00
Five per cent. due from General Government in prospective, say,	300,000 00
Balance of Swamp Land sales, estimated;.....	572,958 10
Withheld by General Government, 140,000 acres, say	200,000 00

\$4,733,604 44

This aggregate may be diminished by the General Government continuing unjustly to withhold the five per cent. fund, together with the 140,000 acres of the original 500,000 acre school tract; and it may be increased by the Swamp Lands eventually numbering more acres, and realizing more per acre for them, than I have estimated. It would not surprise me if these lands should yield a million more dollars than here estimated—thus adding at least a quarter of a million more to the School Fund. If, therefore, all these hopes should be reasonably realized, our School Fund may yet reach, in round numbers, the sum of five millions of dollars.

We will assume, then, that five millions of dollars is the highest probable amount, with vigilant management, that we can hope to attain for the School Fund. We are apt very complacently to regard this fund as a most munificent one—so large, indeed, that it would make no perceptible difference if we should now and then make some sacrilegious foray upon it. When, in connection with this Fund, we bear in mind the large number among whom, not the principal, but the interest only, is to be annually apportioned, and still further reflect with what wonderful rapidity that number is increasing, we shall cease to regard it as a magnificent or inexhaustible Fund, but rather view it as altogether too small for the holy and mighty mission it is designed to fulfill.

According to EULER, in countries where the greater number of the people are employed in the peaceful pursuits of agriculture, with few idle and unproductive consumers, the population increases in a wonderful manner—doubling in every twelve or thirteen years. MALTHUS, in his well known work on Population, has expressed the opinion that population ought, from natural

increase, to double itself in twelve years. But Wisconsin has far out-stripped the calculations of these celebrated political economists, as the following table of the successive annual increase of children entitled to share in the School Fund apportionment, from the organization of the State to the present time, will show:

Year.	Children.	Apportionment.	Per Scholar.
1850.....	70,457	\$588 00	8,3-10 cts.
1851.....	92,163	46,908 37	50 "
1852.....	111,883	58,703 34	48 "
1853.....	123,909	56,128 81	45 "
1854.....	138,541	97,949 52	72 "
1855.....	156,405	125,906 02	80 1-3 "
1856.....	188,304	131,812 80	70 "
1857.....	213,886	141,164 78	66 "
1858.....	241,545	181,158 75	75 "
1859.....	264,077		

It will thus be seen, that the children of school age have increased with rapid and regular strides from 70,000 to 264,000, in the short space of nine years, or doubled in about every five years. If we are to be guided by the teachings of the past increase, we must learn that it will greatly outstrip in ratio the augmentation of the School Fund, however fortunate we may be in saving it from being diverted to other purposes. We have not only the natural increase, which in an agricultural State like ours, and one so highly favorable to health, is unusually large, but a very large addition by immigration, which must for many years to come continue to be a powerful element of increase.

Mr. Root, our first State Superintendent, in his First Annual Report, gave some estimates of the probable increase of children entitled to share in the school money, placing the number, in 1850, at 91,065; in 1860, at 231,898; and in 1875, at 674,317. Though doubtless regarded as chimerical at the time, these estimates were far too moderate; for the report of children up to September 1, 1857, shows ten thousand more than he had estimated for 1860. Mr. Root also intimated, that about 1860, the ratio of increase of children over the School Fund would become apparent, and that the income of that Fund would pay but little over one half the expense of educating the children of the State, and in 1875, not one-fifth the expense.

It has already been stated, that thus far the school children of the State have doubled in about every five years. Let us, however, take as a guide, the average increase of the past three years, which is 25,232. These figures will, I have no doubt, be proven by the experience of many years to come, to be rather below than above the real increase. Even this ratio of increase, for a period of twenty-five or fifty years, is wonderful, as the figures themselves will show:

YEARS.	Children of School age.
1850.....	284,000
1860.....	299,232
1861.....	314,464
1862.....	339,696
1863.....	364,928
1864.....	390,160
1865.....	415,392
1866.....	440,624
1867.....	465,856
1868.....	491,088
1869.....	516,320
1870.....	541,552
1871.....	566,784
1872.....	592,016
1873.....	617,248
1874.....	642,480
1875.....	667,712
1876.....	692,944
1877.....	718,176
1878.....	743,408
1879.....	768,640
1880.....	793,872
1881.....	819,004
1882.....	844,236
1883.....	869,468
1884.....	894,700
1885.....	919,932
1886.....	945,164
1887.....	970,396
1888.....	995,628
1889.....	1,020,860
1909, (fifty years hence.).....	1,525,500

These figures may appear large to some, but our past experience fully warrants the steady increase they indicate. Our own past increase from 70,000 to 264,000 children of school age, in nine years, is wonderful. The increase in Indiana from 1850 to 1856, a period of six years, was 158,000; in Illinois, from 47,895 in 1831, to 646,346 in 1856, a period of twenty-five years—an increase of about 600,000; in Ohio, from 146,440 in 1837, to 888,037 in 1857—an increase in twenty years of almost 700,000; in New York, from 449,118 in 1829, to 1,224,127, in 1854—an increase, in a period of twenty-five years, of 775,000. But, it may be said, that those are all large States. So they are, but ours is larger than three out of the four; for while Indiana has an area of 34,000 square miles, Ohio 40,000, New York 46,000, and Illinois 55,000, Wisconsin has an area of 54,000—with soil, health, timber, and minerals unsurpassed by either of her sister States. We have, then, all the facilities for growth and expansion that are possessed by any of the sisterhood of States, and may, as confidently as they, count on a large increase of population.

It seems to me quite certain, that the time is not far distant,

in consequence of the rapid increase of children in our State, when the annual apportionment of school money per scholar must begin to decrease, and continue to do so as long as our population increases in a greater ratio than the School Fund.—Indeed, it will be seen by referring to the table, that in 1855, the apportionment attained its highest per centage to the scholar, being 80 1-2 cents ; since which it has gradually decreased, the next year being only 70 cents, the year after 66 cents—while this year it rallied a little, and reached 75 cents, in consequence of the immense School and Swamp Land sales last year. The next apportionment, as already indicated, will probably not exceed 72 cents. Supposing by the most judicious management, and by the most fortunate success in augmenting the School Fund, we should have in 1889, thirty years hence, five millions of dollars, and a million of children among whom to apportion the accruing interest, we should then have, not eighty and a half cents per scholar as we had in 1855, nor seventy-five cents as this year, but only thirty-five cents to a scholar to apportion ; and fifty years hence but twenty-three cents. The less the amount apportioned per scholar, of course in the same proportion will the local school tax be lessened, as a great many of the towns barely raise a sufficient tax (one half of the amount of the previous apportionment) to entitle them to share in the School Fund distribution. It is not pleasant thus to dwell on a prospect so gloomy.

These facts—and to me they seem like stubborn facts, that cannot be successfully gainsayed, should admonish every faithful public servant of Wisconsin, who shares in the solemn responsibility of legislating for, and managing the School Fund, to act with uncommon caution, and ponder well before taking any step calculated to diminish the School Fund—a fund consecrated to the holiest of purposes.

With these facts before me, I cannot but lament the unwise policy of the last Legislature—against which I respectfully but earnestly protested—in diverting from the School Fund twenty-five per cent. of the net proceeds of the sale of the Swamp Lands, and adding it to the Drainage Fund. This latter Fund as originally constituted, embraced twenty-five per cent. of the net proceeds of the Swamp Lands, and is already becoming a large fund—large for the purpose which it is designed to accomplish—an object, let it be borne in mind, which cannot be as perpetual as the unceasing and increasing wants of education.—One-fourth of the Swamp Land Fund, cannot, as I have already estimated, be less than \$881,970 09, and it may exceed a million ; and it would yield from sixty to eighty thousand dollars annually for distribution among the favored counties entitled to

share in its bounty. This, if judiciously expended, would, in the course of fifteen or twenty years, amount to a million of dollars, and in thirty or forty years to two millions, for drainage purposes alone, without encroaching one particle on the principal. Ought not the counties more especially interested in drainage, to be satisfied with a fund which promises to yield so large a revenue, and generously restore the other twenty-five per cent. to the School Fund, from which it was taken, and where it rightfully belongs, to aid in educating their children for all coming time?

The fact should not be overlooked, that in the greater part of our State the pioneer settlers made their roads and bridges, cleared up and drained their swamps, with no Drainage Fund to aid them; and they did it too, during an early period, amid untold poverty, self-denial and hardships, in paving the way for later and more fortunate adventurers—oftentimes going from fifty to one hundred miles to mill with a single grist; at other times taking their wheat to Milwaukee to market, spending a week or more in the effort, and not realizing as much for a whole load as would pay the expenses of the trip. This class of early settlers, who, under God, have made Wisconsin what it is to-day, claim, as they have a just right to claim, the early restoration of the twenty-five per cent. net proceeds derived from the Swamp Lands, to the School Fund, and *there be left forever untouched*, so that their children and children's children may enjoy its common benefits to the latest generation. Is this unreasonable—is it asking too much, while a sufficient fund, properly husbanded, is still left for all needful drainage purposes for the newer portions of the State?

Whoever attempts to divert any portion of our sacred School Fund from its consecrated purposes of education, should feel that he is treading on holy ground. That noble Fund is the hope of our people—the *only hope* of two hundred and sixty-four thousand children now living in our midst, and of millions yet unborn. They crave the boon of education, which is their chief, as well as best, inheritance; and for that education they must ever mainly rely upon the People's Colleges, the Common Schools of our State. Those children need a fit preparation, for they must soon wield the destinies of Wisconsin. Every dollar abstracted from the School Fund, under whatever plea, will yet have to be replaced with more than compound interest, or ignorance, vice and crime will be the penalty of our children, and our children's children will have to suffer as the natural consequence of our misguided folly.

I would respectfully urge the restoration of twenty-five per cent. of the net proceeds of the sales of Swamp Lands, from the

Drainage to the School Fund ; or that it be set apart for a School Library Fund ; or, if this be not judged best, that so soon as the income of the Drainage Fund, as at present constituted, reaches the sum of sixty thousand dollars annually, all the surplus ever after be added to the School Fund income, or to a School Library Fund, as the Legislature may direct. The twenty-five per cent. of the Swamp Land proceeds transferred by act of the last Legislature from the School to the Drainage Fund, already amounts to \$261,598 54 ; and it will one day reach from eight hundred thousand to a million of dollars. If it could now be restored to the holy and perpetual purposes of education, no harm or injury would occur to the counties intended to be benefitted by drainage, for no plans are yet formed, or contracts entered into ; and the original Drainage Fund will prove abundantly ample for the object in view.

If I have urged this matter with seeming pertinacity, I may plead in justification the sentiment of LA FAYETTE in the Assembly of French Notables in 1787 :—"We are summoned," he exclaimed, "to make the truth known—I *must discharge my duty.*" Having, in the language of the Constitution, "the supervision of public instruction," and being required by law to submit to the Legislature "plans for the improvement and management of the Common School Fund," I should feel that I had unworthily shrunk from the performance of a solemn trust, had I neglected to bring this matter fully and fairly before you.—Having discharged this duty, I must leave the responsibility of the result where it justly belongs—with the representatives of the people. While other States are anxiously seeking how they may augment their School Funds, which experience is proving to be quite too inadequate for the vast mission they are expected to fulfil, we should suffer no opportunity to pass, by which we might hope to improve ours. Legislation can find no nobler object of attention than to wisely provide for the best education of the hundreds of thousands of children now in our midst, and the millions yet to follow ; for if we do this faithfully, we may rest our heads quietly upon our dying pillows, with the confident assurance, that, in this particular, we have conscientiously done our part for the future moral and intellectual well-being of the State, and the permanency of our free institutions.

SCHOOL FUNDS OF THE NEW STATES.

While speaking of our own School Fund, it may be interesting to recur to the School Funds, in the aggregate, of the new States generally, that we may see at a single glance with what provident forecast the General Government has treated the

younger children of the Republic—exercising an unceasing care, in this particular, that should shame some of our Western States to more vigilance in husbanding and augmenting the noble fund confided to their keeping.

“Did I know,” remarks Judge SWIFT in his Digest of the laws of Connecticut, “the name of the legislator, who first conceived and suggested the idea of common schools, I should pay to his memory the highest tribute of reverence and regard. I should feel for him a much higher veneration and respect, than I do for LYCURGUS and SOLON, the celebrated law-givers of Sparta and Athens. I should revere him as the greatest benefactor of the human race; because he has been the author of a provision, which, if it should be adopted in every country, would produce a happier and more important influence on the human character, than any institution which the wisdom of man has devised.”

“The system of free schools,” observes BANCROFT, “though still very imperfectly developed, has made such progress since it first dawned in Geneva and in the parishes of Scotland, that we are authorized to claim it of the future as a universal institution.” In 1635, five years after the settlement of the town, the first public or common school was established in Boston. “The schools of Boston,” nobly exclaimed Hon. GEO. S. HILLARD, “are the best jewels in her crown. If I were asked by an intelligent stranger to point out to him our most valued possessions, I would show to him—not our railroads, our ware-houses filled with the wealth of all the earth, our ships, our busy wharves and marts, where the car of commerce is ever ‘thundering loud with her ten thousand wheels;’ but I would carry him to one of our public schools, would show him its happy and intelligent children, hushed into reverent silence at their teacher’s word, or humming over their tasks with a sound like that of bees in June. I would tell him that here was the foundation on which our material prosperity was reared, that here were the elements from which we constructed the State. Here are the fountains from which flow those streams which make glad our land. The schools of Boston are dear to my heart. Though I can have no personal and immediate interest in them; though no child on earth calls me father; yet most gladly do I contribute to their support, according to my substance; and when I see a father’s eyes filled with pleasant tears as he hears the music of his child’s voice linked to some strain of poetry or burst of eloquence, I can sympathise in the feeling in which I cannot share. May the blessing of Heaven rest upon our schools. They are an object worthy of all efforts and sacrifices. We should leave nothing undone which may tend to make them more excellent and more useful. For this, we should gather into our own

stores all the harvests of experience which have been reaped from other soils."

Since the planting of the first free school in Boston, the system has expanded, until it now embraces our whole wide-spread Republic. Four millions of the youth of this country are connected with the various educational institutions in the several States of the Union; their teachers number more than a hundred thousand, and the annual current expenses are estimated to be about fourteen millions of dollars.

The new States of our Union have been favored as no other country has ever been on the face of the globe. I allude to the grand conception of dedicating the sixteenth section of every township of the public domain to the perpetual benefit and furtherance of common school education; and more recently, upon the recommendation of Hon. ROBERT J. WALKER, while Secretary of the Treasury of the United States, the granting of an additional section in each township to the newly organized States and Territories—so that under this new arrangement, California, Oregon, Washington, Utah, New Mexico, Minnesota, Kansas and Nebraska have received double the proportional amount of other Western and South Western States. It is, in the language of Hon. CALEB CUSHING, "a noble and beautiful idea of providing wise institutions for the unborn millions of the West; of anticipating their good by a sort of parental providence; and of associating together the social and the territorial development of the people, by incorporating these provisions with the land titles derived from the public domain, and making school reservations and road reservations essential parts of that policy."

Would that we knew the name of the member of the old Congress, who devised the idea, and caused it to be incorporated into the law of the land, of setting apart every sixteenth section of the public domain for a perpetual educational fund for the masses of the people. I should honor his name and memory more than those of SOLON or LYCURGUS; I should reverence his wisdom and patriotism as I do those of WASHINGTON and FRANKLIN.—But history is silent. We only know, that on the 7th May, 1784, Mr. Jefferson, as chairman of a committee for that purpose, introduced into the old Congress an ordinance for ascertaining the mode of locating and disposing of lands in the Western territory, which did not, however, pass; but it contained no provision for reservations for school purposes. Mr. Jefferson then left Congress to represent our country at the Court of France.—But on the 4th of March, 1785, another ordinance for disposing of the public lands in the West, was introduced in Congress—by whom, the printed Journals do not inform us; that on the 16th of the same month, it was re-committed to a committee

consisting of Pierce Long, of New Hampshire, Rufus King, of Massachusetts, David Howell, of Rhode Island, Wm. S. Johnson, of Connecticut, R. R. Livingston, of New York, Charles Stewart, of New Jersey, Joseph Gardner of Pennsylvania, John Henry, of Maryland, William Grayson, of Virginia, Hugh Williamson, of North Carolina, John Bull, of South Carolina, and William Houston, of Georgia. On the 14th of April following, this committee reported the ordinance—by whom reported, no clue is given; which after being perfected, was passed the 20th of May following, and became the foundation of the existing land system of the United States.

By one of its provisions, the 16th section of every township was reserved "*for the maintenance of public schools*;" or, in other words, one section out of every thirty-six composing each township. This same provision was incorporated in the large land sale, in 1786, to the Ohio Company; and, the following year, in Judge Symmes' purchase. The celebrated ordinance of 1787, for the government of the Territory North-West of the river Ohio, and which confirmed the provisions of the land ordinance of 1785, further declared, that, "**RELIGION, MORALITY and KNOWLEDGE, being necessary to good government, and the happiness of mankind, SCHOOLS, AND THE MEANS OF EDUCATION, SHALL BE FOREVER ENCOURAGED.**" From that day to the present, this noble policy has been confirmed and extended, till its blessings now reach even the distant shores of the Pacific, and FIFTY MILLIONS OF ACRES of the public domain have been set apart and consecrated to the high and ennobling purposes of education; together with five per cent. of the net proceeds of the sales of all public lands in each of the States and Territories in which they are situated. If wisely husbanded, what a munificent fund this is destined eventually to become; and yet, large as it may be, it will, with our rapidly increasing millions of children, prove greatly inadequate to the mighty work it is expected to perform.

It has been well remarked of LOUIS PHILIPPE, late King of France, one of the most sagacious and austere of sovereigns, that he had caused to be expended *forty millions* of dollars for the defence of Paris, and had placed his batteries in such positions that their shots might reach every house in the city; and yet, at the very first movement of the people, he fled from his country with but a five franc piece in his pocket. So in all the mighty West, let the intellectual batteries of the school house be planted on every hill-top, with the special design of throwing educational shot into every dwelling. In this kind of defence, a defence of moral power, consists the welfare of our race, and the permanence of our free institutions; and with such a defence, we shall ever prove invincible. But to accomplish this mighty

work successfully, we must exercise a constant and ever-jealous watch-care over our School Fund ; and study earnestly, in the fear of God, and love of our race, how to make that fund susceptible of "the greatest good to the greatest number."

PRIMITIVE CONDITION OF OUR ANCESTORS.

There are those among us who seldom or never truly realize the manifold blessings of education, of civil and religious liberty, and of the personal comforts we in this age are permitted to enjoy. They have some vague idea that our lot is somewhat better, perhaps, than that of our forefathers; but in precisely what particular, they cannot tell. It may, therefore, be worth the while to revert to the customs of primitive times, and see if we cannot profit by contrasting them with those of our own day.

Our Saxon ancestors once roamed the forests of Europe, subsisting on a precarious supply of the spontaneous productions of nature. Rude huts and mud houses were their common abodes. Then came the oppression of Feudalism. Men with their families, unsafe longer to live in isolated houses, were forced to place themselves under some chief or feudal lord, whose vassals they became, to whom they paid tribute for the use of the soil they rudely cultivated, and whose battles they valiantly fought.

The Normans, or Northmen, from whom our English nobility boast their descent, were literally northern pirates, who in the ninth century infested the coasts of France and England, and from Rollo, their chief, descended William the Conqueror. In Saxon and Norman times, it was a very common occurrence for the children of the English peasantry to be sold in Bristol market, like cattle, for exportation, and many were thus sent to Ireland, and some to Scotland.

The prices of lands, products, and rentals, will afford us something of an idea of the social condition of our English ancestors a few centuries ago. In the Domesday Book of the eleventh century, we learn that a carucate, or 100 acres of land, was valued at only 32 pence, and four carucates at ten English shillings, and sometimes at only eight shillings. By the Magna Charta, of 1215, ten pence was fixed as the price per day of a cart with two horses, and one shilling and two pence with three horses. In 1253, wheat sold for at 2s. 6d. per quarter of eight bushels; in 1248, the King paid 18s. 4d. for 37 sheep, or 6d. each; in 1256, brewers sold 3 gallons of beer for 1d.; in 1272, a laborer got a penny and a half per day, and a harvest man 2d.; and during that century, £20 was the income of an English Knight.

In 1300, wheat and barley brought 3s. 4d., and oats 1s. 8d. per quarter of eight bushels; a cow 6s.; a fat sheep 1s.; a hen

a penny and a half; a pair of shoes 4d.; and labor from one and a half to two pennies per day. In 1314, Parliament fixed the price of a fat ox at 16s.; a cow 12s.; a fat hog 8s. 4d.; a sheep 1s. 2d.; a couple of chickens 1d.; a goose 2 1-2d.; and eggs half a penny per dozen. Arable land, in Kent county, rented from 3d. to 6d. per acre; pasture at 1d.; and meadow from 4d. to 10d.

In the middle of the 14th century, wine was 4d. per gallon; wool 2s. per stone of fourteen pounds; Kendal cloth, from 3s. 4d. to 5s. per whole piece; wheat from 4s. to 6s. per quarter of eight bushels. In 1500, oats were 2s. per quarter, and wheat 6s.; ale 2d. per gallon; and labor 2 1-2d. to 3 1-2d. per day. In the 16th century, in the reign of Queen Elizabeth, a house in a country town rented for 4s. to 6s. per annum, and the purchase was £5. or £6.; wheat 1s. a bushel; malt and oats 7d.; an ox 26s.; a fat sheep 2s. 10d.; claret and red port 3d. a quart; and labor 4d. to 6d. per day. During the civil wars, wheat averaged £3 12s. per quarter; at the Revolution it was £1 19s. In the seventeenth century, common laborers received 4d. per day with food, or eight pence without food, and 6d. per day was all that could be earned by the weaver by hard labor at the loom; wheat was then 50s. per quarter; native horses, though serviceable, were held in small esteem, and brought low prices, not more than 50s. each. One half of the common people in the seventeenth century ate animal food only twice a week, while the other half ate none at all, or at most not oftener than once a week. The great majority of the English people lived almost entirely on rye, barley and oats. At the accession of George III. wheat was 33s. per quarter of eight bushels, barley 20s., and oats 15s.; and labor 1s. to 1s. 6d. per day.

Towards the close of the twelfth century, the use of glass in windows became common in England, prior to which paper, properly prepared with oil, was generally used as a tolerable medium for the admission of light; and to this day windows are enumerated as among the articles of luxury subject to taxation in England. The first clothing fabrics were manufactured in England in the reign of Edward III, in the 14th century, and called Kendal cloth and Halifax cloth, from the places in which they were made. In 1685, the net annual receipt from the chimney tax in Great Britain was two hundred thousand pounds, or about nine hundred thousand dollars.

PREVAILING IGNORANCE OF PRIMITIVE TIMES.

Anterior to the discovery of printing and the revival of learning, the most profound ignorance reigned among the masses. From the sixth to the thirteenth century, many bishops could

not read, and Kings were scarcely able to sign their names, and hence the use of seals and sealing. These were the ages in which superstition, witchcraft and priestcraft obtained an ascendancy so universal. Several centuries after Charlemagne, who died early in the ninth century, the German tribes considered no knowledge of use, but that of managing the lance and the steed. The barbarism was so great, that most of the laity, even the most distinguished, could scarcely read or write. He who was instructed in these was considered a distinguished scholar, and he who obtained more knowledge, particularly in mathematics or natural science, exposed himself to the danger of being burnt as a sorcerer. Macaulay tells us, that in the twelfth or even in the fourteenth century, there was, through the greater part of Europe, very little knowledge, and that little was confined to the clergy. Not one man in five hundred could have spelled his way through a psalm.

In the time of Charles the Second, few English country squires could write their names—the peasantry, none of them. Of the wits about his court, few or none could spell with decent correctness; and the great Duke of Marlborough, we know, could scarcely spell at all. To most of the court belles, and ladies of honor, an English manuscript was all Greek; and Queen Mary, of William III, wrote of her own and husband's "*crownation*," for coronation. The literary stores of the lady of a manor and her daughters, generally consisted of a prayer book and a receipt book; while the English country clergyman's library was limited to a bible, prayer-book, and a well-thumbed cookery book, the latter the dowry of his wife, who had frequently been his patron's cook.

EARLY SCARCITY, AND HIGH PRICE OF BOOKS.

Before the art of printing, books were few, and bore an incredible price. It required the labor of two years of a faithful copyist to transcribe the Bible, and hence copies of it were very costly. Plato, who was not rich, paid 10,000 denarii, or about \$1,600, for three books of Philolaus, the Pythagorean; and Aristotle paid three Attic talents, nearly \$3,000, for a few books which had belonged to the philosopher Speusippus. Pliny refused what was equivalent to about \$16,000 for his common place book—*Electorum Commentarii*. When publicly exposed, books were frequently protected by chains, and in some ancient libraries, they are chained to this day; they were subjects of grave negotiation; and were only loaned to the higher orders, upon ample pledges of deposit for their safe return. We are told, that even so late as 1471, Louis IX. was compelled by the

faculty of medicine at Paris, to deposit a valuable security, and give a responsible endorser, in order to obtain the loan of the works of Rhasis, an Arabian physician. It is not strange, therefore, that the solemn injunction was often, in former ages, written upon the fly leaf, "Cursed be he who shall steal, or tear out the leaves, or in any way injure this book." The materials upon which the earliest books were written were paper made of the Egyptian papyrus plant, the inner bark of trees, skins, palm leaves, wood, stone, ivory, lead and other metals.

In more modern times, instances of extraordinary prices paid for books are not wanting. A copy of the *Roman de la Rose* was sold for about £30; a Homily, we are told, was exchanged for 200 sheep, and five quarters, or forty bushels, of wheat. The first book printed in England was by Caxton, in 1471, and bore for its title, "*Willyam Caxton's Recuyel of the Historye's of Troye, by Raoul le Feure*;" a copy of which, in modern times, has been knocked down at auction, to a bibliomaniac, for £1,060 18s., or nearly \$4,400. At the far-famed sale of the great Roxburg Library, in London, in 1812, a copy of the first or Valdafer edition of Boccaccio's *Decameron*, published at Venice in 1471, in folio, a collection of tales, written in the finest style, satirical on the monks and others, was purchased by the Marquis of Blandford, at the enormous price of 2,260 pounds sterling, or over \$10,000, when he before possessed a copy of the same edition, but which wanted five leaves—for which five leaves, as Lord Spencer observed, he might be said to have given £2,260.

LARGE PUBLIC LIBRARIES.

When we reflect upon the comparative scarcity of books before the discovery of printing, we are amazed at the extent of the famous Alexandrian Library, of 700,000 volumes, and of other large collections of ancient times; of the twenty-eight public libraries in Rome, mentioned by Publius Victor; of the seventy public libraries which the Moors had in Spain, in the twelfth century, of which that at Cordova contained 250,000 volumes. Since the facilities for the multiplication of books by means of the press, immense libraries have been collected in almost every part of the civilized world; among the largest of which may be mentioned, the National Library, at Paris, with its million of volumes; the British Museum, occupying nearly a square in the heart of London, with its over 800,000 volumes of books, rolls, manuscripts and pamphlets—upon which the British Government has expended over \$12,000,000, to say nothing of the value of the numerous magnificent bequests of individuals. Of this wonderful collection, the manuscript cat-

atalogue alone, which serves to give us some practical idea of its extent, comprises 623 folio volumes, from the letter A to the letter I; and, when completed, it is expected to reach well nigh 2,000 folio volumes. The largest libraries in the United States, are the Astor collection, in New York, and that of Harvard College, at Cambridge, numbering each one hundred thousand volumes.

OUR MODERN BLESSINGS—THE OBLIGATIONS THEY IMPOSE.

Let us turn from the contemplation of the social condition of our ancestors, when land in England was valued at less than a cent an acre, and cows at six English shillings a piece; when wheat brought less than four English pence per bushel, three gallons of beer commanded but a penny, and labor a penny and a half per day; and when few or none of the common people could read a letter in the alphabet. How few must then have been the comforts and luxuries of our ancestors! It may be suggested, that longevity was the reward of the simplicity of their lives. Facts do not warrant any such conclusion. In 1685, which was not accounted an unhealthy year, more than one in every twenty-three of the citizens of London died; while at present, by the improved condition in the means and comforts of living, only one inhabitant in forty die annually—thus has the term of human life been greatly extended.

The following graphic description, designed to represent the Englishman of moderate means at the present day, applies with equal force to a far more numerous class in our own country: "I am lodged," says the Englishman, "in a house that affords me conveniences and comforts which even a king could not command some centuries ago. Ships are crossing the seas in every direction to bring what is useful to me from all parts of the earth. In China, men are gathering the tea leaf for me; in America, they are gathering cotton for me; in the West India Islands, they are preparing my sugar and my coffee; in Italy they are feeding the silk worms for me; in Saxony they are shearing the sheep to make me clothing; at home, powerful steam engines are spinning and weaving for me. Although my patrimony is small, I have post-coaches running day and night on all the roads, to carry my correspondence. I have roads, and canals and bridges, to bear the coal for my winter fire; nay, I have protecting fleets and armies around my happy country, to secure my enjoyment and repose. Then I have editors and printers who daily send me an account of what is going on throughout the world; and in a corner of my house, I have books—the miracle of all my possessions, more wonderful than the wishing cap of the Arabian Tales; for they transport me

instantly, not only to all places, but to all times ! By my books, I can conjure up before me to vivid existence, all the great and good men of antiquity. I can make them act over again all their exploits. The orators declaim for me ; the historians recite ; the poets sing ; and from the equator to the pole, or from the beginning of time until now, by means of my books, I can be where I please."

How wonderful an improvement in the social condition of our race ! To the invention of the art of printing, to literature, education and Christianity, are we mainly indebted for these manifold blessings. Their possession increases our obligation to transmit them to our children, not merely unimpaired, but actually augmented in number and measure. "COMMON SENSE," says BANCROFT, "implies by its very name, that each individual is to contribute some share toward the general intelligence. The many are wiser than the few ; the multitude than the philosopher ; the race than the individual ; and each successive generation than its predecessor."

BOOKS A NECESSITY AND A BLESSING.

Next to the Common School, we want, in an educational point of view, more and better books for the people to read ; and this is the great subject I wish respectfully, yet faithfully, to urge upon the attention of the Representatives of the people. I will introduce the subject by a few citations of high authority, as to the necessity of good books, and the inestimable blessings they are calculated to confer.

"It is chiefly through books," observed the late Dr. CHANNING, "that we enjoy intercourse with superior minds, and these invaluable means of communication are in the reach of all. In the best books, great men talk to us, give us their most precious thoughts, and pour their souls into ours. *God be thanked for books !* They are the voices of the distant and the dead, and make us heirs of the spiritual life of past ages. Books are the true levellers. They give to all who will faithfully use them, the society, the spiritual presence of the greatest of our race. No matter how poor I am. No matter though the prosperous of my own time will not enter my obscure dwelling. If the Sacred Writers will enter and take up their abode under my roof, if Milton will cross my threshold to sing to me of Paradise, and Shakspeare to open to me the worlds of imagination, and the workings of the human heart, and Franklin to enrich me with his practical wisdom, I shall not pine for want of intellectual companionship, and I may become a cultivated man, though excluded from what is called the best society in the place where I live. To make this means of culture effectual, a man must select good

books, such as have been written by right-minded and strong-minded men, real thinkers, who, instead of diluting by repetition what others say, have something to say themselves, and write to give relief to full earnest souls ; and these works must not be skimmed over for amusement, but read with fixed attention and a reverential love of truth. In selecting books, we may be aided much by those who have studied more than ourselves.

"One of the very interesting features of our times," continues Dr. CHANNING, "is the multiplication of books, and their distribution through all conditions of society. At a small expense, a man can now possess himself of the most precious treasures of English literature. Books, which were formerly confined to a few by their costliness, are now accessible to the multitude ; and in this way a change of habits is going on in society, highly favorable to the culture of the people. Instead of depending on casual rumor and loose conversation for most of their knowledge and objects of thought ; instead of forming their judgments in crowds, and receiving their chief excitement from the voices of neighbors, men are now learning to study and reflect alone, to follow out continuously, to determine for themselves what shall engage their minds, and to call to their aid the knowledge, original views, and reasonings of men of all countries and ages ; and the results must be a deliberateness and independence of judgment, and a thoroughness and extent of information, unknown in former times. The diffusion of these silent teachers, books, through the whole community, is to work greater effects than artillery, machinery and legislation.— Its peaceful agency is to supercede stormy revolution. The culture, which is to spread, whilst an unspeakable good to the individual, is also to become the stability of nations."

"For many years," remarks that faithful friend of education, GEORGE B. EMERSON, "and many times a year, I have passed by the shop of a diligent, industrious mechanic, whom I have often seen busy at his trade, with his arms bare, hard at work. His industry and steadiness have been successful, and he has gained a competency. But he still remains wisely devoted to his trade. During the day, you may see him at his work, or chatting with his neighbors. At night, he sits down in his parlor, by his quiet fireside, and enjoys the company of his friends.— And he has the most extraordinary collection of friends that any man in New England can boast of. William H. Prescott goes out from Boston, and talks with him about Ferdinand and Isabella. Washington Irving comes from New York, and tells him the story of the wars of Granada, and the adventurous voyage of Columbus, or the legend of Sleepy Hollow, or the tale of the Broken Heart. George Bancroft sits down with him, and

points out on a map, the colonies and settlements of America, their circumstances and fates, and gives him the early history of liberty. Jared Sparks comes down from Cambridge, and reads to him the letters of Washington, and makes his heart glow with the heroic deeds of that god-like man for the cause of his country. Or, if he is in the mood for poetry, his neighbor Washington Allston, the great painter, steps in and tells him a story,—and nobody tells a story so well,—or repeats to him lines of poetry. Bryant comes with his sweet wood-notes, which he learnt among the green hills of Berkshire. And Richard H. Dana, father and son, come, the one to repeat grave, heart-stirring poetry, the other to speak of his *two years before the mast*. Or, if this mechanic is in a speculative mood, Professor Hitchcock comes to talk to him of all the changes that have befallen the soil of Massachusetts, since the flood and before; or Professor Espy tries to show him how to predict a storm. Nor is his acquaintance confined to his own country. In his graver hours, he sends for Sir John Herschel from across the ocean, and he comes and sits down and discourses eloquently upon the wonders of the vast creation,—of all the worlds that are poured upon our sight by the glory of a starry night. Nor is it across the stormy ocean of blue waves alone that his friends come to visit him; but across the darker and wider ocean of time, come the wise and the good, the eloquent and the witty, and sit down by his table, and discourse with him as long as he wishes to listen. That eloquent blind old man of Scio, with beard descending to his girdle, still blind, but still eloquent, sits down with him; and, as he sang almost three thousand years ago among the Grecian isles, sings the war of Troy or the wanderings of the sage Ulysses. The poet of the human heart comes from the banks of Avon, and the poet of Paradise from his small garden-house in Westminster; Burns from his cottage on the Ayr, and Scott from his dwelling by the Tweed;—and, any time these three years past, may have been seen by his fireside a man who ought to be a hero with school-boys, for no one ever so felt for them; a man whom so many of your neighbors in Boston lately strove in vain to see,—Charles Dickens. In the midst of such friends, our friend the leather-dresser lives a happy and respected life, not less respected, and far more happy, than if an uneasy ambition had made him a representative in Congress, or a governor of a State; and the more respected and happy that he disdains not to labor daily in his honorable calling.

“My young friends, this is no fancy sketch. Many who hear me know as well as I do, Thomas Dowse, the leather-dresser of Cambridgeport, and many have seen his choice and beautiful library. But I suppose there is no one here who knows a neigh-

bor of his, who had in his early years the same advantages, but who did not improve them ;—who never gained this love of reading, and who now, in consequence, instead of living this happy and desirable life, wastes his evenings with low company at taverns, or dozes them away by his own fire. Which of these lives will you choose to lead? They are both before you.

“Some of you, perhaps, are looking forward to the life of a farmer ;—a very happy life, if it be well spent. On the southern side of a gently sloping hill in Natick, not far from the place where may be still standing the last wigwam of the tribe of Indians of that name, in a comfortable farm-house, lives a man whom I sometimes go to see. I find him with his farmer’s frock on, sometimes at the plough-tail, sometimes handling the hoe or the axe ; and I never shake his hand, hardened by honorable toil, without wishing that I could harden my own poor hands by his side in the same respectable employment. I go out to look with him at trees, and to talk about them ; for he is a lover of trees, and so am I ; and he is not unwilling, when I come, to leave his work for a stroll in the woods. He long ago learnt the language of plants, and they have told him their history and their uses. He, again, is a reader, and has collected about him a set of friends, not so numerous as our friend Dowse, nor of just the same character, but a goodly number of very entertaining and instructive ones ; and he finds time every day to enjoy their company. His winter evenings he spends with them, and in repeating experiments which the chemists and philosophers have made. He leads a happy life. Time never hangs heavy on his hands. For such a man we have an involuntary respect.

“On the other side of Boston, down by the coast, lived, a few years ago, a farmer of a far different character. He had been what is called fortunate in business, and had a beautiful farm and garden in the country, and a house in town. Chancing to pass by his place, some four or five years ago, I stopped to see him. And I could not but congratulate him on having so delightful a place to spend his summers in. But he frankly confessed he was heartily tired of it, and that he longed to go back to Boston. I found that he knew nothing about his trees, of which he had many fine ones,—for it was an old place he had bought,—nor of the plants in his garden. He had no books, and no taste for them. His time hung like a burden on him. He enjoyed neither his leisure nor his wealth. It would have been a blessing to him if he could have been obliged to exchange places with his hired men, and dig in his garden for his gardener, or plough the field for his plough-man. He went from country to town, and from town to country, and died, at last, weary and sick of life. Yet he was a kind man,

and might have been a happy one but for a single misfortune—he had not learned to enjoy reading. The love of reading is a blessing in any pursuit, in any course of life;—not less to the merchant and sailor than to the mechanic and farmer. What was it but a love of reading which made of a merchant's apprentice, a man whom many of you have seen and all heard of, the truly great and learned Bowditch?"

"If I were to pray for a taste," remarked the learned Sir JOHN HERSCHEL, "which should stand me in stead, under every variety of circumstances, and be a source of happiness and cheerfulness to me through life, and a shield against its ills, however things might go amiss, and the world frown upon me, it would be a taste for reading. Give a man this taste, and you place him in contact with the best society in every period of history—with the wisest, and the wittiest, with the tenderest, the bravest, and the purest characters which have adorned humanity. You make him a denizen of all nations—a contemporary of all ages. This world has been created for him. It is hardly possible but that his character should take a higher and better tone from the constant habit of associating with a class of thinkers, to say the least of it, above the average of human nature."

"Books," says Dr. EDWARDS, "are the great store-houses of the knowledge which the observation, experience and researches of successive generations have been accumulating.—They offer to us the intellectual wealth which myriads of laborers have been gathering, with painful toil, for thousands of years." "If all the riches of both the Indies," exclaims FENELON, "if the kingdoms of Europe were laid at my feet, in exchange for my love of reading, I would spurn them all."

"The *working man*," says RUFUS CHOATE—"by whom I mean the whole *brotherhood of industry*—should set on mental culture, and that knowledge which is wisdom, a value so high—only not supreme—subordinate alone to the exercises and hopes of religion itself. And that is, that therein he shall so surely find rest from labor; succor under its burdens; forgetfulness of its cares; composure in its annoyances. It is not always that the busy day is followed by the peaceful night. It is not always that fatigue wins sleep. Often some vexation outside of the toil that has wasted the frame; some loss in a bargain; some loss by an insolvency; some unforeseen rise or fall of prices; some triumph of a mean or fraudulent competitor; 'the law's delay, the proud man's contumely, the insolence of office, or some one of the spurns that patient merit from the unworthy takes'—some self-reproach, perhaps—follow you within the door; chill the fire-side; sow the pillow with thorns; and the

dark care is lost in the last waking thought, and haunts the vivid dream. Happy, then, is he who has laid up *in youth*, and held fast in all fortune, a *genuine and passionate love of reading*. True balm of hurt minds ; of surer and more healthful charm than 'poppy or mandragora, or all the drowsy syrups of the world'—by that single taste, by that single capacity, he may bound in a moment into the still region of delightful studies, and be at rest. He recalls the annoyance that pursues him ; reflects that he has done all that might become a man to avoid, or bear it ; he indulges in one good, long, human sigh, picks up the volume where the mark kept his place, and in about the same time that it takes the Mahomedan in the Spectator to put his head in the bucket of water and raise it out, he finds himself exploring the arrow-marked ruins of Nineveh with Layard ; or worshipping at the spring head of the stupendous Missouri, with Clark and Lewis ; or watching with Columbus for the sublime moment of the raising of the curtain from before the great mystery of the sea ; or looking reverentially on while Socrates—the discourse of immortality ended—refuses the offer of escape, and takes in his hand the poison, to die in obedience to the unrighteous sentence of the law ; or, perhaps, it is in the contemplation of some vast spectacle or phenomenon of Nature that he has found his quick peace—the renewed exploration of one of her great laws—or some glimpse opened by the pencil of St. Pierre, or Humboldt, or Chateaubriand, or Wilson, or the 'blessedness and glory of her own deep, calm, and mighty existence.'"

"Libraries for the people are wanted," exclaims LAMARTINE, the humane statesman of France. "These libraries must be in the people's hands—in the hands of the women, the girls, and the children, by each fireside. In their evening hours, in rain, in winter, when out of work, and on Sunday, they must find at home, that centre of affection and virtue, the beneficial, high-toned, poetical, historical, political, philosophical, religious, interesting, exciting, and pleasing communion with the minds which, in all ages, have best understood, felt, written, or sung the human heart and the human intellect ; these books must be the host, the visitors, the guests and the friends of the workman's home. They must take up little room ; they must cost little ; they must adapt themselves to the manners, the fortune, and the simplicity of the family in which they are admitted. They must even enter it gratuitously, like the air, the sunlight, or the sweet perfume of the garden."

THE POWER AND INFLUENCE OF BOOKS ON THE YOUNG.

It is almost impossible to over-estimate the influence of books and libraries on the minds of children. The constant activity of the human intellect is known to all; we could not cease thinking if we would. This has suggested the following ingenious calculation: Suppose the thoughts of a child ten years old, if written down and printed, would make a page of a book every hour—and this is by far too moderate an estimate—and this thinking process continues fifteen hours a day. Then estimating 300 pages for an ordinary volume, every twenty days' thoughts would produce a volume; or a little over eighteen volumes a year, or in fifty years over *nine hundred volumes*. What a library! What an amazing number of thoughts pass through every person's mind. The irresistible inference is plain, that a proper and plentiful supply of *food for thought* ought early to be supplied.

"Seldom, very seldom," remarks an observing writer, "does one who is fond of reading, and who therefore employs his leisure moments in this delightful occupation—seldom does such a one engage in unbecoming, or vicious pursuits; seldomer still, does one fond of reading come to a disgraceful end. 'The idle man's brain is the devil's workshop,' says an old proverb. How important, then, that parents, every where, see that this deceiver does not find 'apartments to let' in their families. Then, in conversation, mark the difference between the reading boy or girl, and the one who is debarred from books. The one has a thousand topics to occupy the thoughts when no company is by,—to lighten toil and make it pleasant, or to fill up an otherwise idle hour,—to ponder over, as he runs on errands, or sits waiting for business; while the other, probably for the want of something else to think about, is allowing his mind to run riot in forbidden subjects, or engaging his hands in deeds of mischief. And when conversation is allowed, what stale, flat, profitless chit-chat consumes the precious hours,—neither giving nor receiving any useful or truly pleasing information."

"Books," said the Rev. Mr. HOPPIN, in his address at the dedication of Plummer Hall, at Salem, "books and a public library will make readers. There are few springs of public education of more worth and depth than the library. The private library which nourishes but one family, distinguishes a house from others that have no books, more than upholstery or gilt ceilings. There is light in that house, and the rest are but gloomy Egyptian palaces. Where there are books in a house, you might as well try to keep a bright child from them, as to keep the roots of a willow tree from running to the water. The

best mind of youth is drawn irresistably to literature. And a library is a kindling place. It has sometimes awakened genius.

"A young man whom God has made for a great mathematician, enters a library. He wanders from shelf to shelf. He takes down a volume of poetry ; it seems to him like a world of shadows : its dark sentences and cloudy language present nothing substantial ; he puts it back, half in wonder, half in disgust.—He takes up an historical work. This, it may be, holds him longer, but he finds it difficult to come at some simple fact which his clear mind is ever seeking through the rhetoric of the author. He doubts as he reads. He happens, perhaps, next upon a book of geometry. He comprehends little, but his attention is caught by the nicety of every figure, the precision of every word. He is entangled and absorbed by these sharp cut lines and diagrams, and his rapid eye and accurate thought are charmed by the logical and progressive march of every sentence. He cannot get away from that book. He must understand it. Something tells him that the spring of power has been touched, that the inner susceptibility has found its corresponding object. He is not satisfied till he is introduced to this new world of positive demonstration and abstract truth."

Books and libraries, it is said, are a kindling place, and that they have sometimes awakened genius. Nay, this is too tame ; they have done it many a time and oft. While the great Sir Isaac Newton was yet a youth, and was sent to market by his mother with the produce of the farm, the young philosopher left a trusty servant to manage the sales, while he himself employed his time in reading, thus paving the way for his illustrious discoveries in science ; referring to which, when made, he said with singular humility, "To myself I seem to have been as a child playing on the sea-shore, while the immense ocean of truth lay unexplored before me." There is the story of Franklin, familiar to all, that such was his youthful thirst for knowledge, he afterwards regretted that more proper books than those in his father's scanty library had not fallen in his way ; and yet few and inappropriate as they were, they laid the foundation of a mighty power for the development of human science, human liberty and human happiness. Rittenhouse, "with but two or three books," and without the least instruction, acquired so considerable a knowledge of the mathematical sciences, as to be able to read the *Principia* of Newton, and became one of the most learned astronomers of his age. When the Duke of Argyle happened to find his young gardener, Stone, afterwards so celebrated as a mathematician, reading Newton's *Principia*, in Latin, he, in amazement enquired, how he had made such acquisitions ? The gardener boy replied, "A servant taught me to read," and then

innocently asked, "does one need to know anything more to learn everything else?" Goethe's peculiar genius, it is said, was called forth to life by hearing the Vicar of Wakefield read by a fellow student; and Gibbon was drawn to the study of history, by reading the historical books in his grandfather's library. Patrick Henry, the unrivalled orator of freedom, is thought by his accomplished biographer, to have had his love of liberty inspired, and his dormant faculties quickened, by the grandeur of the Roman character, the vivid descriptions and eloquent harangues, so beautifully and strikingly set before him in Livy, his favorite author. Roger Sherman, the shoemaker, who became one of the most useful statesmen of his age, educated himself at the bench and at the fireside; and to books was he mainly indebted for his great success and usefulness in life. The modern historian Niebuhr is said, when but a boy of seven, to have had his earnest passion for literary studies kindled, by chancing to hear Macbeth read in the library of a friend of his father. Hugh Miller, the celebrated harmonist of the Mosaic and Geological records of creation, whose early education was scarcely more than a faculty for ready-reading, speaks gratefully, in the narrative of his early opportunities, of the powerful impulse imparted to his youthful mind, by a few old volumes which fell in his way. And the early educational advantages of Elihu Burritt, who has mastered upwards of fifty languages, were limited to the common school and a social library in his neighborhood. The recently deceased Benjamin F. Butler, formerly Attorney General of the United States, is said to have had his youthful ambition stimulated to noble aims by reading the life, writings and maxims of the great Franklin, after whom he was named.

How often do we find in the cases of self-made men, that the reading of some chance volume inspired some latent thought, or prompted some noble resolve, that led the way to a distinguished career of fame and usefulness. And such, in the nature of things, must always be the happy consequences of choice and plentiful reading for the young, at a period when their minds, like twigs, may be easily guided; and thus the conscience and intellect may be properly trained, and the grosser passions supplanted. Not unfrequently circumstances, often trivial in themselves, give bent to a child's character, and change the whole current of his existence. And nothing has had, or can in future be supposed to have, a more powerful influence in this direction, than books—books replete with the noblest teachings of wisdom, and the highest incentives to public and private virtue.

SCHOOL LIBRARIES THE GREAT WANT OF WISCONSIN.

None can doubt the desirableness and utility of good books. A single book, or half a dozen books, will not answer the purpose. We want libraries. It has been truly said, that the conception of the Library, the assembling in one room, and ranging side by side, all the wisdom of the past, and its preservation unhurt by the ravages of time, completes the beneficence of the inventions of language and letters, and makes, and alone makes, any great thought uttered or written, the common property of mankind. For general reading, such libraries need not necessarily be large; a selection of modern books, which contain the real staple of intellectual life, may be made within a reasonable compass. Such a collection, wisely chosen, centrally located, and freely circulated and read, would ● on its daily mission of light, and love and intelligence to bless hundreds of families and thousands of minds. But few individuals are able to procure such libraries. It may also be said, that individuals as such do not build school houses nor churches, canals nor railroads; these are done by associated effort. In matters of great public concern, such as the protection of society, and the education of the people, Government, which is but the expression of the aggregation of the people, steps forward and does the work, or leads off in the enterprise. And this is the way in which libraries may, and should, be economically provided. Let them be SCHOOL LIBRARIES—a part and parcel of the educational system of the State, for the joint benefit of the old and the young. This is no mere theory. It has been tried in many of our States; and wherever faithfully tried, has always proved successful. We have yet had no such faithful trial in Wisconsin; nor is it to be wondered at, for in the infancy of our State, our people could not be expected at once to provide for all the intellectual wants of themselves and their children.

The subject of SCHOOL LIBRARIES, when properly considered, cannot but enlist the earnest sympathies and activities of our people. Our first great duty is, unquestionably, to teach our children to read—thus providing for them a knowledge productive of one of the highest sources of human happiness. And our next duty, scarcely less important, is to provide them with proper books to gratify and improve the taste they early acquire for reading. “It is in vain,” writes the learned and eloquent EDWARD EVERETT, “that children are taught to read, if they have no access to good books,—worse than in vain, if they are furnished with nothing better than the wretched trash in tawdry binding, which is carried round by the peddlers.”

Not less to the point are the suggestive utterances of the dis-

tinguished Rev. Dr. FRANCIS WAYLAND, now more than forty years engaged in the great work of American education. "Our system of general education," he writes, "seems to render some provision for furnishing abundant and good reading an imperative duty. To teach our people to read, is to accomplish but half our work; or, rather to leave our work unfinished precisely at the point where what we have done may prove a curse instead of a blessing. We can only realize the benefits of our system of general education, when we not only teach the people to read, but also furnish them with such reading as shall cultivate the intellect, and improve the heart. When this shall have been done for our whole country, and it will be done in all the free States, a population will rise up among us such as the world has never yet seen."

We teach our children in their infancy to eat, and as they grow up we provide them with trades and teach them occupations by which to obtain their daily bread. We teach them in their childhood how to read—and shall we not also at the same time, furnish them proper reading matter, so that while they are growing up they may carefully cultivate this noble talent for wise and not ignoble purposes? Considered in any proper point of view, School Libraries are, in very deed, the great intellectual want of our State—a want inherently connected with our system of popular education, and so connected by our Constitution, our laws, and by the fitness of things, as well as by the universal consent and approval of our people.

THE KIND OF BOOKS NEEDED.

For *School Libraries*, we are generally apt to say, that books are needed to suit all capacities, to meet the wants of all classes of community. And this is correct. Yet the primary object should not be forgotten, to provide suitable books for the youth of both sexes, from their earliest ability to read up to the age of twenty. This is the public educational limit, and School Libraries are but auxiliaries of the system of popular education; and this is the formative period of character. To select the proper kind of mental food—the School Libraries—for the children of a whole State, as well as the reading in a great measure for their parents, would be a labor of vast responsibility; for from such libraries, the most momentous consequences would be likely to result. What, then, are the kinds of books needed?

"In the history of the early life of any one," remarks President BARKER, of Alleghany College, "the imagination is far more vigorous and lively than the rational faculty. Long be-

fore we are capable of any sustained effort of reasoning, we listen with inexpressible delight to narratives of 'moving incidents by flood and field,' with slight discrimination between truth and falsehood, or even between that which is conformable to nature, and that which is preternatural and impossible. The imagination draws its inspiration primarily from the senses, and hence narrative and descriptive compositions must form the staple of every collection of books that children will read with interest, and that will permanently affect their principles and conduct. In a narrative, the truth is clothed with flesh; it lives, it speaks to us as a familiar friend; we are permitted to look at its features, to grasp its hand in sincere friendship, and call it ours by the fondest names and recollections. Examples, and associations which make examples prevalent, almost infinitely outweigh any array of precepts, however judicious; and hence all professedly didactic essays might as well be omitted from a catalogue of books to be read voluntarily by school children. History, and biography, books of travel, popular descriptions of the kingdoms of nature, especially of animal life, and the applications of science to art, whether useful or ornamental, comprise most of the works which should find admission to the shelves of a public school library. If to these be admitted a judicious admixture of works of fiction and imagination, such as are true to nature and to morality, both in action and sentiment, such as are neither above nor below the capacity of youth, and, above all, that have a high philosophical meaning, threading upon a narrative not too gross the pearl of wisdom both practical and speculative,—such a library completes the circle of that knowledge which youth will seek voluntarily for its own sake. * * *

If a very important function of the public school, is the inculcation of virtuous principles and the formation of virtuous habits, the literature of the library should correspond with this idea of their character. A large portion of the library, especially that part of it designed for the use of the more juvenile pupils, should be selected with direct reference to the influence which it will have upon habits and principles. Especially should the public authorities take care that no book containing loose or vicious principles, and even that no book merely neutral on moral questions, be placed in the hands of the children of the public schools. * * *

While discussion on the vexed questions that divide Christians into parties, is forbidden within the walls of a room dedicated to the common benefit of all classes of religionists,—it is by no means forbidden to inculcate that morality which all alike deem to be obligatory, nor the principle on which it rests,—obedience to the will of God, revealed in the Holy Scriptures. Enter-

taining narratives, enforcing the first great commandment, supreme love to God, and the conscientious performance of relative duties, are a necessary part of every complete library for youth; and, least of all, should they be excluded from that library which is to instruct the youth of the nation in the theory and practice of virtue."

"A library of good books," said Hon. HENRY BARNARD in his Rhode Island School Report of 1845, "selected in reference to the intellectual wants of the old and the young, should be provided in every village. To create a taste for reading should be a leading object in the labors of teachers and lecturers. All that the school, even the best, where so much is to be done in the way of disciplining the faculties,—all that the ablest lecturer, when accompanied by illustrations and experiments, can do, towards unfolding the many branches of knowledge, and filling the mind with various information, is but little, compared with the thoughtful perusal of good books, from evening to evening, extending through a series of years. These are the great instruments of self-culture, when their truths are inwrought by reflection into the very structure of the mind, and made to shed light on the daily labors of the work-shop. There should be a due proportion of books of science and useful knowledge, of voyages, travels, and biography, and a good supply of judiciously chosen works of fiction. It has been a great mistake heretofore, in selecting books for public libraries, as well as in providing courses of lectures, intended merely for the poorer and working classes, to suppose that scientific and purely useful knowledge should be almost the exclusive objects of attention. The taste for reading and lectures of this character, must first be created, and the ability to follow a continuous train of thought, whether printed or spoken, must be imparted by a previous discipline. This taste and ability are too often wanting. The books and lectures, therefore, should be very interesting, and calculated to create a taste for further reading and inquiry."

JACOB ABBOTT, by the following contrast of three ways of telling the same story, has happily illustrated the narrative and descriptive style of addressing the minds of children through the senses—or, in other words, presenting everything in such a way that it may convey vivid pictures to the mind, and hence leave the most enduring impressions :

"A man had a fine dog, and he was very fond of him; he used to take a great deal of care of him, and gave him all he wanted; and, in fact, he did all he could to make him comfortable, so that he should enjoy a happy life. Thus he loved his dog very much, and took great pleasure in seeing him comfortable and happy."

This, now, presents very few sensible images to the mind of the child. In the following form, it would convey the same general ideas,, but far more distinctly and vividly :

"There was once a man who had a large black and white dog, beautifully spotted. He made a little house for him, out in a sunny corner of the yard, and used to give him as much meat as he wanted. He would go and see him sometimes, and pat his head, while he was lying upon his straw in his little house. He loved his dog."

Would you give still more point to the story, let your style be abrupt and striking, and give the reins entirely to the imagination. Suppose the narrator, with a child on each knee, begins thus :

"A man, one pleasant morning, was standing upon the steps of his door, and he said, 'I think I will go and see my dog, Towser.'

"Now, where do you think this dog, Towser, lived?"

"I don't know," will be the reply of each listener, with a face full of curiosity and interest.

"Why, old Towser was out in a little square house which his master had made for him in a corner of the yard. So he took some meat in his hand for Towser's breakfast. Do you think he took out a plate, and a knife and fork?"

"This man was very kind to Towser ; his beautiful, spotted, black and white Towser ;—and when he got to his house, he opened the door, and said :

"'Towser, Towser, come out here, Towser.'

"So Towser came running out, and stood there wagging his tail. His master patted him on the head. You may jump down on your hands and feet, and I will tell you exactly how it was. You shall be Towser. Here, you may get under the table, which will do for his house. Then I will come and call you out, and pat you on the head," etc., etc.

No one at all acquainted with children need be told how much stronger an interest the latter style of narration would excite. And the difference is, in a philosophical point of view, that the former is expressed in abstract terms, which the mind comes to appreciate fully only after long habits of generalization ; in the latter, the meaning comes through sensible images, which the child can picture to himself with ease and pleasure, by means of those faculties of the mind, whatever they may be, by which the images presented by the senses, are perceived, at first, and afterwards renewed through the magical stimulus of language. This is the key to one of the great secrets of interesting children, and in teaching the young generally. Approach their minds through the senses. Describe everything

as it presents itself to the eye and the ear. Where you wish to gain the readiest and most comple access to the heart, these are the doors.

And Mr. Abbott's idea of interesting children by descriptive narrative applies more forcibly to juvenile books, than even to conversation—for the former have not the living tones of the human voice to bring to their aid. Books, then, for children, should be eminently suited to their capacities, and written in an earnest, life-like simplicity—true to nature, and true to morality. No dry, tedious homilies will ever attract their attention, or benefit their intellect.

History and Biography.—It has been properly remarked, “that individuals preceded nations. The picture of the former is more easily comprehended than that of the latter, and is better adapted to awaken the curiosity, and interest the feelings of a child. Biography should, therefore, form the principal topic of elementary history; and the great periods into which it is naturally and formally divided,—and which must be distinctly marked,—should be associated with the names of some distinguished individual or individuals. The life of an individual often forms the leading feature of the age in which he lived, and will form the best nucleus around which to collect in the youthful mind the events of an age or the history of a period.”

“Histories make men wise,” says Lord BACON. “History,” says Hon. E. RYERSON, Chief Superintendent of Public Instruction for Upper Canada, “History delineates the events which have marked the progress of mankind. He that knows history adds the experience of former ages to his own. He lives the life of the world. Especially he learns the origin and character of his country's laws and institutions, the sources of its prosperity, and therefore the means and duties required for the advancement of its interests.”

“By the study of history, of philosophy, and of the classics,” says LIEBIG, “we obtain a knowledge of the intellectual world, the laws of thought, of mental inquiry, and of the spiritual nature of man. Whilst we hold communion with the spirits of the great and good of all ages, we derive from the experience of past centuries the power of soothing and governing the passions, and of softening the heart: we are enabled to comprehend man as he exists at the present time, since his moral nature remains ever the same. We are taught to embellish and present, in the most engaging form, the principles of truth, of justice and of religion, and thus to make the most enduring impression upon the minds of others.”

“It is because God is visible in history,” says BANCROFT, “that its office is the noblest except that of the poet. The poet

is at once the interpreter and the favorite of Heaven. He catches the first beam of light that flows from its uncreated source. He repeats the message of the Infinite, without always being able to analyze it, and often without knowing how he received it, or why he was selected for its utterance. To him, and to him alone, history yields in dignity; for she not only watches the great encounters of life, but recalls what had vanished, and partaking of a bliss like that of creating, restores it to animated being. The mineralogist takes special delight in contemplating the process of crystalization, as though he had caught nature at her work as a geometrician; giving herself up to be gazed at without concealment such as she appears in the very moment of exertion. But history, as she reclines in the lap of eternity, sees the mind of humanity engaged in formative efforts, constructing sciences, promulgating laws, organising commonwealths, and displaying its energies in the visible movement of its intelligence. Of all pursuits that require analysis, history, therefore, stands first. It is equal to philosophy; for as certainly as the actual bodies forth the ideal, so certainly does history contain philosophy. It is grander than the natural sciences; for its study is man, the last work of creation, and the most perfect in its relations with the Infinite."

In studying man, in studying history, we must study representative men, and representative events. In our School Libraries, we need, therefore, works that will tell us, in a truthful, captivating manner, the story of Xerxes, Cyrus, Alexander, Hannibal, Cæsar, and other heroes of ancient times, of the crusades and the middle ages; the revival of learning; of Great Britain, France, Germany, Norway, and other European countries, whence our fathers migrated; the discovery of the New World by Columbus, whose ungrateful sovereign suffered him to die in chains, persecuted and broken-hearted; of Galileo, the inventor of the telescope, who, when he declared of the earth that "It does move," was imprisoned the closing years of his life for uttering such a supposed impious thought; of Newton, the discoverer of the laws of gravitation; of Franklin, who, with his kite, snatched the lightening from Heaven, and demonstrated its identity with the electric fluid; the settlement and sufferings of the Pilgrim fathers on the bleak shores of New England; the heroic Captain John Smith, the settlement of Virginia, and the romantic story of the lovely Indian Princess, Pocahontas; of Lord Baltimore, who planted the Catholic colony of Maryland, of Roger Williams, who, with his persecuted Baptist adherents, founded the colony of Rhode Island, of William Penn, with his Quaker settlement of Pennsylvania, each proclaiming religious liberty and the freedom of conscience;

of the founding of Georgia by Oglethorpe; the story of De Soto and his steel-clad warriors, while in quest of gold, discovering the Mississippi; the adventures of Marquette, La Salle and De Tonty; of Washington, Greene, Marion and their compatriots, defending the liberties of their country; of Boone, the early explorer of Tennessee and Kentucky, and of Clark, the gallant conqueror of the great North-West; of Arkwright, the inventor of the spinning jenny, which has added millions to the wealth and trade of England; of Watt, the improver of the steam-engine; of Whitney, the inventor of the cotton-gin, which has trebled the value of all the cotton lands, in our country, and led to a vast diminution of the cost of the necessary clothing of millions of the human race; of Godfrey and Hadley, the inventors of the quadrant; of Fulton, Fitch and Rumsey, the inventors of steamboats; of Morse, the inventor of the electric telegraph; and the story of the infant settlement and wonderful growth of the States of our Republic, the principles upon which our government is founded, and the hopes upon which its stability rests.

"The chill of penury," says President BARKER, "broken health, religious bigotry, the most adverse circumstances, have yielded to the unconquerable will of the youthful devotee of knowledge. Or rather, instead of dispiriting, they have developed the resources, the innate energy of the soul kindled with the celestial fire of genius; it has risen superior, apparently, to the decree of Providence appointing its allotment; it has spurned its fetters, it has asserted the majesty of intellect, and mankind have, with one voice, admitted the validity of its pretensions. Can we over-estimate the impression which the perusal of the memoirs of such men will produce on the susceptible mind of early youth?—Will not the example haunt the memory by night, as well as by day?—Will it not inspire emulation, and a generous rivalry—a heroic purpose, ourselves to fill a niche in the pantheon of history? Was it not thus, that the youthful Themistocles exclaimed, that 'the trophies of Miltiades would not suffer him to sleep?' That Alexander prized above all the literature of his age, the Iliad of Homer; and that, in our day, Napoleon daily perused some portion of Plutarch's Lives. I say it without fear of successful contradiction, that example is the most edifying counsel, the most attractive influence, often the most lucid instruction, ever addressed to the youthful mind. If so, a library enriched with the lives of those who have made themselves a blessing to mankind, by the light of their intelligence and virtue, will instil love of truth and goodness with silent but irresistible energy."

Books of Travel.—Works of this class are full of incident,

depicting the customs, modes of life, and national peculiarities of people of all countries. Such works as the travels of Marquette, Cook, Ledyard, Lewis and Clark, Dwight, Silliman, Layard, Livingstone, Lynch, Fremont, Kane and Bayard Taylor, possess an interest as enduring as the English language.

Astronomy.—“No branch of knowledge,” says EVERETT, “can surely claim precedence of astronomy. No other science furnishes such a palpable embodiment of the abstractions which lie at the foundation of our intellectual system ; the great ideas of time, and space, and extension, and magnitude, and number, and motion, and power. How grand the conception of the ages on ages required for several of the secular equations of the solar system ; of distances from which the light of a fixed star would not reach us in twenty millions of years ; of magnitudes compared with which the earth is but a foot-ball ; of starry hosts, suns like our own, numberless as the sands on the shore ; of worlds and systems shooting through the infinite spaces, with a velocity compared with which the cannon-ball is a way-worn, heavy-paced traveller !

“The heavenly hosts ! There they shine and there they move, as they moved and shone to the eyes of Newton and Galileo, of Kepler and Copernicus, of Ptolemy and Hipparchus ; yea, as they moved and shone when the morning stars sang together, and all the sons of God shouted for joy. All has changed on earth ; but the glorious heavens remain unchanged. The plough passes over the site of mighty cities, the homes of powerful nations are desolate, the languages they spoke are forgotten ; but the stars that shone for them are shining for us ; the same eclipses run their steady cycle ; the same equinoxes call out the flowers of spring and send the husbandman to the harvest ; the sun pauses at either tropic as he did when his course began ; and sun and moon, and planet and satellite, and star and constellation and galaxy, still bear witness to the power, the wisdom, and the love which placed them in the heavens, and upholds them there.”

Natural History and Physiology.—“Every clime is tasked,” observes BANCROFT, “to enlarge the boundaries of knowledge. Minerals that lie on the peaks of the Himalayas, animals that hide in the densest jungles of Africa, flowers that bloom in the solitudes of Sumatra, or the trackless swamps along the Amazon, are brought within the observation and domain of science.

“With equal diligence the internal structure of plants and animals has been subjected to examination. We may gaze with astonishment at the advances which the past fifty years have made in the science of comparative physiology. By a most laborious and long continued use of the microscope, and by a vast

number of careful and minute dissections, man has gained such insight into animal being, as not only to define its primary groups, but almost to draw the ideal archetype that preceded their creation. Not content with the study of his own organization and the comparison of it with the Fauna of every zone, he has been able to count the pulsations of the heart of a caterpillar ; to watch the flow of blood through the veins of the silkworm ; to enumerate the millions of living things that dwell in a drop of water ; to take the census of creatures so small, that parts of their members remain invisible to the most powerful microscope ; to trace the lungs of the insect which floats so gayly on the limber fans of its wings, and revels in the full fruition of its transcendent powers of motion."

Chemistry.—How wonderful, how varied, and how useful is a knowledge of chemistry. Earths and alkalis, touched by the creative wire of electricity, start up into metals that float on water, and kindle in the air. Chemistry explains the formation of clouds, rain, mist, snow, water-spouts, and other atmospheric phenomena ; treats of the great combinations of nature, which produce volcanoes, earthquakes, deluges, minerals ; it acquaints us with the best means of constructing and arranging our habitations, so as to render them healthy, of examining and adjusting the air which we must breathe in them, guarding against contagious diseases, selecting and preparing wholesome food, drink, and clothing, discovering and explaining the influence of occupation, fashion and customs on health and longevity ; it treats of the nature of plants and soils, their mutual adaptation, the laws of production, and the nature and use of manures ; and its applications to the arts, manufactures, agriculture, household economy, the health and happiness of our race, are most extensive, interesting and important. Every School Library should possess popular works on a subject so varied and useful in all the affairs and interests of every-day life.

Geology.—This science is full of interest and profit to our race. It has faithfully pointed out the localities of precious and useful metals and coal, which have added unnumbered millions to the comfort and wealth of the civilized world. "The geologist," says BANCROFT, "has been able to ascertain, in some degree, the chronology of our planet ; to demonstrate the regularity of its structure where it seemed most disturbed ; and where nature herself was at fault, and the trail of her footsteps broken, to restore the just arrangement of strata that had been crushed into confusion, or turned over in apparently inexplicable and incongruous folds. He has perused the rocky tablets on which time-honored nature has set her inscriptions. He has

opened the massive sepulchres of departed forms of being, and pored over the copious records preserved there in stone, till they have revealed the majestic march of creative power, from the organism of the zoophyte entombed in the lowest depths of Siluria, through all the rising gradations of animal life, up to its sublimest result in God-like man."

Electricity.—"Of the nature of electricity," says BANCROFT, "more has been discovered in the last fifty years than in all past time, not even excepting the age when our own Franklin called it from the clouds. This aerial invisible power has learnt to fly as man's faithful messenger, till the mystic wires tremble with his passions, and bear his errands on the wings of lightning. He divines how this agency which holds the globe in its invisible embrace, guides floating atoms to their places in the crystal; or teaches the mineral ores the lines in which they should move, where to assemble together, and where to lie down and take their rest. It whispers to the meteorologist the secrets of the atmosphere and the skies. For the chemist in his laboratory it perfects the instruments of heat, dissolves the closest affinities, and reunites the sundered elements. It joins the artisan at his toil, and busily employed at his side, this subtlest and swiftest of existences tamely applies itself to its task, with patient care reproduces the designs of the engraver or the plastic art, and disposes the metal with a skillful delicacy and exactness which the best workman cannot rival.— Nay, more: it enters into the composition of man himself, and is ever present as the inmost witness of his thoughts and volitions."

Of Natural and Intellectual Philosophy, of Botany, and other interesting subjects, it is not necessary to speak in detail.—When presented in popular forms, they cannot fail to interest, enlighten and strengthen the youthful mind. In both the natural and mental world, we find abundant sources of the noblest attraction, and of the highest utility to our race. Let books on these and kindred subjects, properly popularized, and stripped of technicalities, be placed where children and their parents can everywhere have free and convenient access to them, and it would be impossible to estimate the happy results of a few brief years' experience.

The time was when even the learned Bacon thought the stump of a beech tree had been known to put forth a birch, and when the great philosopher Kepler believed that the planets were monstrous animals—errors from which those giant minds could not divest themselves, but which the veriest school boy now knows to be absolutely impossible. "The collective man of the future," suggests BANCROFT, "will see further, and see more

clearly, than the collective man of to-day, and he will share his superior power of vision and his attainments with every one of his time. Thus it has come to pass, that the child now at school could instruct Columbus respecting the figure of the earth, or Newton respecting light, or Franklin on electricity; that the husbandman or the mechanic of a Christian congregation solves questions respecting God and man, and man's destiny, which perplexed the most gifted philosophers of ancient Greece."

SOME OF THE SPECIAL BENEFITS OF SCHOOL LIBRARIES.

There are several special benefits to be derived from a general system of School Libraries, that deserve particular notice.

1. Standard histories would inform us of the different countries and ages, of the men and the women, to whom we are indebted as a nation for our success, our knowledge, and prosperity. "Our land," says BANCROFT, "is not more the recipient of the men of all countries than of their ideas. Annihilate the past of any one leading nation of the world, and our destiny would have been changed. Italy and Spain, in the persons of Columbus and Isabella, joined together for the great discovery that opened America to emigration and commerce; France contributed to its independence; the search for the origin of the language we speak carries us to India; our religion is from Palestine; of the hymns sung in our churches, some were first heard in Italy, some in the deserts of Arabia, some on the banks of the Euphrates; our arts come from Greece; our jurisprudence from Rome; our maritime code from Russia; England taught us the system of Representative Government; the noble Republic of the United Provinces bequeathed to us in the world of thought, the great idea of the toleration of all opinions; in the world of action, the prolific principle of a Federal union. Our country stands, therefore, more than any other, as the realization of the unity of the race."

2. Teachers would be improved, and they, in turn, would still more improve their pupils. "In the first place," remarks Prof. DANIEL READ, now of our State University, "the teacher will be improved in the standard of his qualifications. No one is fit to be a teacher who is not himself a learner. This is a pre-requisite to all success. Unless the teacher is a learner, he cannot have the spirit of his profession; he cannot be an earnest man in his work; unless his own mind is quickened and made active by thought and study, he is wholly unfit to stir up and energize the minds of others. In the library, he has constantly before him a stimulant to his own improvement; and he can bring forth from this *treasure-house* things new and old to

interest and arouse his school. Instead of spending his leisure moments in idleness and gossip, he has, in the library, a never failing means of enjoyment and recreation befitting his vocation.

"Besides, in every School Library, there would, of course, be placed the standard works on the theory and art of teaching. Thus the best and most improved methods of conducting a school are brought directly to his attention and knowledge—the means of governing a school—of banishing inertness and the stupid routine of drawling lessons. Above all, his own mind will be stirred up, and he will be brought to think for himself, as well as to avail himself of the aids of others. How should the young teacher, male or female, without experience, know how to conduct the school, and with what eagerness will aid and instruction be sought from the best books. It is a common topic of complaint here and everywhere, that well qualified teachers cannot be had for our schools. What shall be the remedy? This has been a subject of earnest inquiry in our State Legislatures, and among our eminent educators. Some of the States have established Normal Schools at a vast expense; some have made liberal appropriations for the support and holding of Teachers' Institutes. No doubt these instrumentalities have accomplished their measure of good. But I shall not soon forget the remark of an eminent teacher of another State, whose heart is in every great educational movement. 'After all,' said he, 'the little silent volumes for teachers, which have been sent out in our School Libraries, have done more good in improving our teachers, and making them what they should be, than any thing else we have done. They have gone into every school-house, and been the guides and companions of our young teachers, our young men and women, when entering upon their new charge, while all other instrumentalities have been partial and limited in their influence.' "

School Libraries would open to teachers a source from which they could prepare lectures for the benefit of the district, as well as Teachers' Institutes, on the various subjects of education, health, morals, government, natural and civil history, the wonders of science, the discoveries of art, and many other topics of enduring interest. They would have the means at their command to prepare themselves, if not already prepared, for another important work—one, in an eminent degree uniting pleasure and instruction: "Once, at least, each week," suggests Hon. ANSON SMYTH, State Commissioner of Common Schools of Ohio, "I would have the teacher accompany the pupils on an excursion through the neighboring fields and groves. This occasion might be improved for the imparting instruction

in Botany, Geology, Entomology and Ornithology. The varieties of plants, flowers, herbs, grasses, grains, shrubs, and trees,—of soils and stones,—of insects and birds,—would furnish pleasing and profitable subjects for remark and inquiry. Upon these subjects all children should be instructed. It is a deplorable truth, that in all our larger towns, children are almost utterly ignorant in regard to them. There are thousands of school girls who, at a glance, could name the fabrics of all the dresses ever worn by Caroline Woodman or Flora McFlimsey; but who could not tell the growing oats, barley, rye and wheat; nor the oak, beech, maple and hickory apart; nor distinguish between an owl and an eagle, a wren and a robin."

3. The influence of School Libraries upon the pupils themselves would be no less salutary. As children learn to read, proper books, suitable to their understanding, would prove a powerful incentive to their acquisition of knowledge. They would give a new zest to their studies, and constantly impart a new stimulus to learn more. It is well known, that in very many of our districts, schools are kept only the three months, the requisite period to secure a share of the School Fund apportionment; thus leaving the children in those districts nine months of the year without school instruction; and the average months of schools taught in the State is only five and three fifths—leaving more than half of the year throughout the State during which our two hundred and sixty-four thousand children are without the least visible means of instruction. Then, in an especial manner, do they need School Libraries, to which they can resort, and find the means and incentives for intellectual growth and improvement. Let them have the best works of the best minds, past and present, and it will be better for them than to have the most brilliant lectures, incomplete as they always, from their nature, must be, delivered in their respective neighborhoods by Bancroft, Everett, Emerson, Bayard Taylor and others of the most cultivated scholars of our country.

4. School Libraries would prove a powerful incentive towards the formation of Youth's Debating Clubs, and Literary Associations, by furnishing sources of information upon almost every practical subject. Thus would the spirit of research and discussion be fostered and encouraged, deep, clear and correct thinking promoted, and the rising man fitted for the stern mental conflicts of life, in which many, no doubt, will hereafter be called upon to engage, as the law-makers and expounders of our State and Union.

5. These Libraries should contain an appropriate selection of works of the best poets—God's interpreters of nature. The

Iliad of Homer, is unquestionably the finest epic in the world, and the *Œdipus* of Sophocles is peerless in poetic literature. But as a whole, it has been remarked, the English poetry is the richest gift ever bestowed, by the genius of any people, upon the human family. "The School Library," observes President BARKER, "is the depository of this literature, and by the study of it chiefly, must the taste of our people be refined, and the current of their thoughts be ennobled. In Italy, pictures and statues, architecture and music, have performed this task; in England landscape gardening has infused universally a tinge of poetic sentiment. Here these agencies do not exist; but it is the privilege of all to see suspended in writing, the imperial creations of the poet and the philosopher, and to gaze on them till their own souls thrill with transport, and vibrate in unison with these generous sentiments." Let us gladly scatter flowers along the pathway of knowledge, which may constantly fill the mind with the image of beauty and goodness.

"Do any reply," asks Mrs. SIGOURNEY, "that 'the perception of the Beautiful' is but a luxurious sensation, and may be dispensed with in those systems of education which this age of *utility* establishes? But is not its culture the more demanded, to throw a healthful leaven into the mass of society, and to serve as some counterpoise for that love of accumulation, which pervades every rank, intrudes into every recess, and spreads even in consecrated places the 'tables of the money-changers, and the seats of such as sell doves?' In ancient times, the appreciation of whatever was beautiful in the frame of Nature, was accounted salutary, by philosophers and sages. Galen says, 'He who has two cakes of bread, let him sell one, and buy some flowers; for bread is food for the body, but *flowers are food for the soul.*' If the *perception of the Beautiful* may be made conducive to present improvement, and to future happiness; if it have a tendency to refine and sublimate the character; ought it not to receive culture throughout the whole process of education? It takes root, most naturally and deeply, in the simple and loving heart; and is, therefore, peculiarly fitted to the early years of life, when, to borrow the language of a German writer, 'every sweet sound takes a sweet odor by the hand, and walks in through the open door of the child's heart.' "

6. To young ladies would School Libraries prove of unspeakable benefit. "But to you, my young lady friends," says GEORGE B. EMERSON, "even more than to your brothers, it is important now to acquire a talent for reading well, and a taste for reading. I say *more important*, for, looking forward to the future, you will need it more than they. They are more inde-

pendent of this resource. They have their shops, and farms, and counting houses to go to. They are daily on change.—They go abroad on the ocean. The sphere of woman, her place of honor, is home, her own fireside, the cares of her own family. A well educated woman is a sun in this sphere, shedding around her the light of intelligence, the warmth of love and happiness. And by a well-educated woman, I do not mean merely one who has acquired ancient and foreign languages, or curious or striking accomplishments. I mean a woman who, having left school with a firmly-fixed love of reading, has employed the golden leisure of her youth in reading the best English books, such as shall prepare her for her duties. All the best books ever written are in English, either original or translated; and in this richest and best literature of the world, she may find enough to prepare her for all the duties and relations of life. The mere talent of reading well, simply, gracefully,—what a beautiful accomplishment it is in woman! How many weary and otherwise heavy hours have I had charmed into pleasure by this talent in a female friend. But I speak of the higher acquisition, the natural and usual consequence of this, a taste for reading. This will give a woman a world of resources.

“It gives her the oracles of God.. These will be very near her;—nearest to her hand when she wakes, and last from her hand when she retires to sleep. And what stores of wisdom, for this world and for a higher, will she gain from this volume! This will enable her to form her own character and the hearts of her children. Almost every distinguished man has confessed his obligations to his mother. To her is committed the important period of life. How necessary, then, is it that she should possess a knowledge of the laws of the body and the mind, and how can she get it but by reading? If you gain only this, what an unspeakable blessing will your education be to you!”

7. Such Libraries would have a tendency to lop off many of the rougher exterior habits of our youth, and lead them to cultivate habits of refinement and politeness. They are sadly needed. The ancient bow and courtesy—little civilities, but none the less significant of respect for elders and superiors—which were so common forty years ago, are now become quite out of fashion. “But where,” enquires Mr. Commissioner SMYTH, of Ohio, “in all our land, does this good old practice prevail? Where are the evidences in our children of the possession of that spirit of kind respect and appropriate regard for their superiors in years and wisdom? Who does not know that bows and courtesies, on the part of our boys and girls, are ob-

solete, both in idea and practice ; and are numbered with the lost arts of the ancients ? It has been remarked, that ' there are thousands of boys in this great country, not one of whom has ever made a bow, unless when he had occasion to dodge a snow-ball, a brick-bat, or a boulder.'

" Some eight or ten winters since, Ex-Governor Everett, of Massachusetts, with the late Amos Lawrence, was, in a sleigh, riding into Boston. As they approached a school-house, a score of young boys rushed into the street, to enjoy their afternoon recess. Said the Governor to his friend, ' Let us observe whether these boys make obeisance to us, as we were taught to do fifty years ago.' At the same time he expressed the fear, that habits of civility were less practised than formerly. As they passed the school-house, all question and doubt upon the subject received a speedy, if not a satisfactory settlement ; for each one of those twenty juvenile New Englanders did his best at snow-balling the way-faring dignitaries."

" That more regard," says Mr. NORTHEND, the late distinguished Principal of the Connecticut State Normal School, " should be manifested by the young to rules of etiquette and courtesy, must be admitted by every observing mind. There is too little reverence for age and authority ; too slight a respect to laws of both man and God. The transition from boyhood to imagined manhood is altogether too rapid, as by it the son is, often, placed above the parent, and the pupils taught become much wiser, *in their own estimation*, than their teachers. Boys in their undue anxiety to become men, are neither men nor boys, but form a new, peculiar race." To rectify these evil tendencies, the School Library must come to the aid of the teacher and the parent.

8. Good Libraries would not fail to exert a happy influence in eradicating vicious habits. " Habitual novel reading," says Hon. JOHN D. PHILBRICK, recently Superintendent of Common Schools of Connecticut, and now City Superintendent of Boston, " is extremely detrimental to the health and vigor of both body and mind. Works of fiction, and those of the baser sort, constitute almost the entire staple of the reading of the multitudes of our youth. This species of literature has increased, within a few years, to an alarming extent, and its readers have increased in a corresponding ratio. It is spreading over the land like a moral plague, tainting the whole moral atmosphere with its pestilential breath. The reading of such productions inflames the passions, depraves the imagination, and corrupts the heart. A recent author has truly said, ' They paint for our imitation, humane murders, licentious saints, holy infi-

dels, and honest robbers. Over loathsome women and unutterably vile men, is thrown the checkered light of a hot imagination, until they glow with an infernal luster.”

“Would you,” asks Prof. READ, “effectually banish from the generation growing up, stupid knavery, low vices, idleness, loafing, running about upon the Sabbath? These and kindred vices will be most effectually banished by sending out into every neighborhood the means and incentives of intellectual culture.”

“What boy,” inquires HORACE MANN, “what *boy*, at least, is there, who is not in daily peril of being corrupted by the evil communications of his elders? We all know, that there are self-styled gentlemen amongst us,—*self-styled gentlemen*,—who daily, and hourly, lap their tongues in the foulness of profanity; and though, through a morally insane perversion, they may restrain themselves, in the presence of ladies and of clergymen, yet it is only for the passing hour, when they hesitate not to pour out the pent-up flood, to deluge and defile the spotless purity of childhood,—and this, too, at an age, when these polluting stains sink, centre-deep, into their young and tender hearts, so that no moral bleachery can ever afterwards wholly cleanse and purify them.”

It is always with pain and sorrow, that the good man hears God's name taken in vain; yet, in fervent charity may he hope that, “The accusing spirit flew up to Heaven's chancery with the oath, and as she wrote it down, dropped a tear on the word, and blotted it out forever.” By multiplying the purest models of literature, we may confidently hope to do much towards rooting out this vile habit, and implanting in the breasts of our youth an unswerving reverence for the sacred name and character of the Supreme Being.

Another evil habit to which a love of reading, acquired by the School Library, would prove superior, is the low and grovelling desire to witness the vulgar minstrels, and corrupt ballet dancers, who stroll through the land—not of the Venus Celestial sort, but of the Venus Infernal. “One of the most striking things,” says HORACE MANN, “in the ‘*Letters from Abroad*,’ by Miss C. M. Sedgwick, is the uniform and energetic condemnation which that true American lady bestows upon opera-dancers, and the whole *corps de ballet*, for the public and shameless exhibition of their persons upon the stage. Have

young ladies of our cities a nicer sense of propriety, of modesty, and of all the elements of female loveliness, than this excellent author, who has written so much for their improvement, and who is herself so admirable an example of all feminine purity and delicacy? And have the young men of America

a higher *ideal* of what belongs to a true gentleman,—to a man of lofty and noble nature, than a writer, who is so justly celebrated, in both hemispheres, for her pure and elevated conceptions of human character?"

9. By placing in every School Library one or two standard works on *School Architecture*, we should soon see a decided improvement in the size, style, arrangement, and comfort of our school-houses, and in the selection of the most beautiful and appropriate locations for them—thus rendering them attractive, rather than repulsive, to the youth who repair there for the highest and holiest of purposes. What Mr. MANN said eighteen years ago of the school-houses of Massachusetts, is equally applicable to those of Wisconsin at the present day.—“Our school-houses,” said he, “are a fair index or exponent of our interest in Public Education. Suppose, at this moment, some potent enchanter, by the waving of his magic wand, should take up all the twenty-eight hundred school-houses of Massachusetts, with all the little triangular and *non-descript* spots of earth whereon and wherein they have been squeezed,—whether sand bank, morass, bleak knoll, or torrid plain,—and whirling them through the affrighted air, should set them all down, visibly, round about us, in this place; and then should take us up into some watch-tower or observatory, where, at one view, we could behold the whole as they were encamped round about,—each one true to the point of compass which marked its nativity, each one retaining its own color or no-color, each one standing on its own heath, hillock or fen;—I ask, my friends, if, in this new spectacle under the sun, with its motley hues of red, gray, and doubtful, with its windows sprinkled with patterns taken from Joseph’s many-colored coat, with its broken chimneys, with its shingles and clap-boards flapping and clattering in the wind, as if giving public notice that they were about to depart,—I ask, if, in this indescribable and unnameable group of architecture, we should not see the true image, reflection and embodiment of our own love, attachment and regard for Public Schools and Public Education, as, in a mirror, face answereth to face? But, however neglected, forgotten, forlorn, these edifices may be, yet within their walls is contained the young and blooming creation of God. In them are our hope, the hopes of the earth. There are gathered together what posterity shall look back upon, as we now look back upon heroes and sages, and martyrs and apostles; or as we look back upon bandits and inquisitors and sybarites. Our dearest treasures do not consist in lands and tenements, in rail-roads and banks, in ware-houses or in ships upon every sea; they

are within those doors, beneath those humble roofs ; and is it not our solemn duty to hold every other earthly interest subordinate to their welfare ?”

10. School Libraries will create the germs of thought in the minds of our ingenious youth, and will thus be likely to lead to useful inventions. We know not whose humble roof may shelter a Franklin, a Newton, a Watt, an Arkwright, a Fulton, a Whitney, or a Morse.

“Of what use is all your studying and your books ?” said an honest farmer to an ingenious artist. “They don’t make the corn grow, nor produce vegetables for market. My Sam does more good with his plough in one month, than you can do with your books and papers in one year.”

“What plough does your son use ?” said the artist, quietly.

“Why, he uses ———’s plough, to be sure. He can do nothing with any other. By using this plough, we save half the labor, and raise three times as much as we did with the old wooden concern.”

The artist turned over one of his sheets, and showed the farmer a drawing of his much-praised plough, saying with a smile, “I am the inventor of your favorite plough, and my name is——.”

The astonished farmer, it is said, shook the artist heartily by the hand, and invited him to call at the farm-house, and make it his home as long as he liked.

11. A good School Library in every neighborhood, would serve a most important purpose, in giving the rising generation a better idea of the learned professions, commerce, manufactures, and the mechanic arts, and of the requisite amount of knowledge and preparation necessary to fit them for engaging, with a fair prospect of success, in any of these several pursuits. An appropriate proportion of the best works on Agriculture, Horticulture, stock and fruit raising, the culture of the Chinese sugar cane, and other branches of Farm Husbandry, would tend to dignify the earliest and noblest occupation of man, and would be worth many thousands of dollars annually, to the yeomanry of our State, their rising sons and daughters. “The farmer and mechanic, and even the housewife,” the late Judge BUEL well remarked, “require *professional* books,—books that will instruct them in their several employments—that will render their labors more enlightened, more pleasant, more profitable, more respectable,—as much as the lawyer, the physician, or the clergy require professional books to perfect them in their several vocations.”

12. How few, comparatively, have any practical knowledge of physical education, its wants and necessities, its neglects and

penalties. It is the physical condition of the child from its birth onward, and the physical condition of the parents before its birth, that involve its health, growth, and longevity. Air, temperature, dress, diet and exercise, with their proper relations and bearings to each other, have more to do with the successful rearing of children, than the most devoted maternal love, ignorant of these requisites, or any amount of the best medicines ever devised by the skill of man. Nearly a fourth part of the human race die before they attain the age of a single year. It has been well asked, what would the farmer or the shepherd say, if he should lose nearly a fourth part of all his lambs and kids before a seventieth part of their natural life had been reached! Before attaining the age of five years, more than a third part of all our race die—a great majority of them from ignorance on the part of their parents of the great laws of physical education. How much of human life would be saved, bereavement and misery avoided; and how much of joyous health, rosy beauty, and unspeakable happiness, would be promoted, if we had in every School Library throughout the length and breadth of the State, so all could read and profit by them, such works as Dr. Combe's Principles of Physiology as applied to Health and Education, and kindred works on the mental and physical condition of man, and the great laws of nature, relating to the preservation of health, and the longevity and happiness of our race.

13. The School Library would diminish the commission of crime. It has been the experience of the civilized world, that education has invariably had this effect. Scotland presents a remarkable instance of the diminution of crime, the increase of public wealth, and the diffusion of private comforts, as the result of the increased and increasing attention to the education of the people. Little care is paid to educating the masses in Spain, and, as the natural consequence, we find there *twelve hundred and thirty-three* convictions for murder in a single year, seventeen hundred and seventy-three convictions on charges of maiming with intent to kill, and sixteen hundred and twenty persons convicted of robbery under aggravated circumstances. According to the returns made to the British Parliament, the commitments for crimes, in an average of nine years, in proportion to population, are as follows: In Manchester, the most infidel city in Great Britain, 1 in 140; in London, 1 in 800; in all Ireland, 1 in 1600; and in Scotland, celebrated for learning and religion, 1 in 20,000! Out of nearly 28,000 persons convicted of crime in the State of New York, during a period of ten years, but 128 had enjoyed the benefits of a *good* common school education, and only about one half could either

read or write. Statistics of crime will everywhere reveal to us the sad policy of neglecting to provide for our youth the necessary means of good education and attractive School Libraries, while paying at the same time a still greater tax for the protection of community against the crimes and depredations of the ignorant, the idle, and the vicious — whose very ignorance and vice are the result of their early want of schools and libraries.

14. The School Library would increase the wealth of the State. "If a man," says FRANKLIN, "empties his purse into his head, no one can take it away from him. An *investment in knowledge* always pays the best interest." "Knowledge," says Hon. J. D. PHILBRICK, "is the great producer of wealth. Just in proportion as the hands of those who labor in the field, or in the work-shop, at the plow or the loom, are guided by intelligence, in the same proportion will their labor be productive. This proposition holds true even in the lowest species of productive industry. It has been demonstrated beyond the shadow of a doubt, that the well educated operative or laborer does more work, does it better, wastes less, uses his allotted portion of machinery to more advantage and more profit, earns more money, commands more confidence, rises faster, rises higher from the lower to the more advanced positions of his employment, than the uneducated. The farmer who reads on the subject of farming, has money in the bank, while his neighbor, who does not take a paper, sleeps under a mortgaged roof."

SCHOOL LIBRARY EXPERIENCE IN SISTER STATES.

In the matter of School Libraries, we have no occasion to look to Europe and profit by her experience; they are purely an American out-growth — the natural result of the necessities of an earnest and inquiring people. While several of our States have taken hold of the subject of School Libraries with more or less earnestness, all have not equally well succeeded; and where failures, or partial failures, have occurred, it is of as great importance to learn the true causes, as to ascertain the means of success in others. Thus may we alike profit by the mishaps of the one, and the more fortunate experience of the other.

New York.—It was reserved for the Empire State to lead the way in this noble enterprise. That far-seeing and sagacious statesman, DeWitt Clinton, in his message as early as 1827, recommended a small collection of books and maps to be attached to common schools. Gov. Clinton died the following year, but in 1880, Azariah C. Flagg, then Secretary of State, and Superintendent of Public Instruction, presented the subject

to the Legislature ; and, in 1833, his successor, Gen. John A. Dix, strongly urged the establishment of district libraries.— The next year, an act was passed, permitting the districts, if they saw fit, to impose a tax of \$20 for the first year, and \$10 for each succeeding year, and leaving the districts to select the books. Simply permitting the districts to establish libraries, and throwing the selection of books into the district meetings, were grave errors — the last of which still remains unremedied. The former was effectually corrected in 1838, when upon Gov. Marcy's recommendation, a portion of the United States' deposit fund was appropriated to each district which should raise by tax an equal amount. Thus was \$55,000 a year set apart by the State for books and apparatus for the School Libraries, on condition that the districts should raise as much more — making \$110,000 annually, an example of enlightened public munificence for a noble object, which had no precedent in the history of legislation.

"New York has the proud honor," says Hon. HENRY S. RANDALL, in a report on the subject in 1844, "of being the first government in the world, which has established a free library system, adequate to the wants of her whole population. It extends its benefits equally to all conditions, and in all local situations. It not only gives profitable employment to the man of leisure, but it passes the threshold of the laborer, offering him amusement and instruction, after his daily toil is over, without increasing his fatigues, or subtracting from his earnings. It is an interesting reflection, that there is no portion of our territory, so wild or remote, where man has penetrated, that the library has not peopled the wilderness around him, with the good and wise of this and other ages, who address to him their silent monitions, cultivating and strengthening within him, even amidst his rude pursuits, the principles of humanity and civilization. This philanthropic and admirably conceived measure, may justly be regarded as, next to the institution of Common Schools, the most important of that series of causes, which will give its distinctive character to our civilization as a people."

In 1841, Gov. SEWARD, after observing that almost every district in the State was then in possession of a library, remarked in his message : "Henceforth, no citizen who shall have improved the advantages offered by our Common Schools and District Libraries, will be without some scientific knowledge of the earth, its physical condition, and its phenomena ; the animals that inhabit it, the vegetables that clothe it with verdure, and the minerals under its surface ; the physiology and intellectual powers of man ; the laws of mechanics and their practical uses ; those of chemistry and their application

to the arts ; the principles of moral and political economy ; the history of nations, and especially that of our country ; the progress and triumph of the democratic principle in governments on this continent, and the prospects of its ascendancy throughout the world ; the trials and faith, valor and constancy of our ancestors ; with all the inspiring examples of benevolence, virtue and patriotism, exhibited in the lives of the benefactors of mankind. The fruits of this enlightened enterprise, are chiefly to be gathered by our successors. But the present generation will not be altogether unrewarded. Although many of our citizens may pass the District Library heedless of the treasures it contains, the unpretending volumes will find their way to the fireside, diffusing knowledge, increasing domestic happiness, and promoting public virtue.

Gov. WRIGHT, in his message in 1845, refering to the disposition of the public funds for the purchase of libraries, and other purposes of popular education, remarked : "No public fund of the State is so unpretending, yet so all-pervading—so little seen, yet so universally felt—so mild in its exactions, yet so bountiful in its benefits—so little feared or courted, and yet so powerful, as this fund for the support of Common Schools. The other funds act upon the secular interests of society, its business, its pleasures, its pride, its passions, its vices, its misfortunes. *This* acts upon its mind and its morals. Education is to free institutions, what bread is to human life, the staff of their existence. The office of this fund is to open and warm the soil, and sow the seed from which this element of freedom must grow and ripen into maturity ; and the health or sickness of the growth will measure the extent and security of our liberties."

"The crowning glory of our whole Common School system," exclaimed JAMES HENRY, Jr., the County Superintendent of Herkimer, in 1848, "is the institution of District Libraries. These institutions are designed to carry forward and complete the process which is but commenced in the schools. The schools are intended to teach children and youth the art of acquiring useful knowledge ; the library is designed to afford them the means of reducing that art to practice."

Such were the encouraging words of commendation from every quarter. Horace Mann, Henry Barnard, and many others, were unstinted in their praise ; and it seemed for a while, that in the matter of School Libraries, New York had indeed discovered the philosopher's stone. Time, however, began to develop some defects, and these it is proposed to point out—or, rather, to let some of the prominent educators and friends of education, in that State, themselves point them out.

The earliest evils that developed themselves, were improper books that were thoughtlessly placed in the libraries, and the misappropriation of the library fund. Hon. HENRY S. RANDALL, late Superintendent of Public Instruction, of New York, and the distinguished author of the Life of Jefferson, as early as 1842, when County Superintendent of Courtland, thus strongly and pointedly spoke against the "Pirate's Own Book," and "Lives and Exploits of Banditti and Robbers," which had found their way into several of the School Libraries he had examined :

"I have uniformly advised their removal, and assigned the following reasons :—that, in the first place, aside from any directly pernicious tendency which they are supposed to exercise, the information which they contain is not of a valuable character ; that the wild and exciting tales which they contain, unfit the youthful mind for the perusal of works of a graver and more useful character ; that they cater to a depraved taste by dilating on all the revolting details of the worst crimes of which humanity is capable ; and, lastly, that they *do* exercise a positively bad and dangerous tendency over the youthful mind.—The first step to vice is the knowledge of it. And where vice and crime are painted in those illusive colorings which nearly ally them to virtues, they lose their naked repulsiveness.—When the brute courage of the lawless buccaneer is held up and expatiated on as lofty heroism ; when the capricious mercy, which even the gorged wild beast will occasionally, and perhaps equally often, manifest, is dignified with the name of magnanimity and generosity, it is to be feared that the lives of such men afford not the benefit of a negative example,—at least to the youthful mind, which the Common School libraries are intended principally to benefit. It is to be feared that, to the mind in which sound principles have not taken deep root, and had time to attain some degree of vigor and maturity, these tales of wild excitement and daring adventure,—where new scenes and new objects for ever meet the eye,—where the most untrained passions meet with no check, and untold wealth may be had for the asking,—are more prone to dazzle and captivate, than to excite disgust and abhorrence. I have ever thought there was a dangerous kind of fascination in stories of this kind. All have heard of the incident of the young man, who, on witnessing a thrilling representation on the stage, of the 'Ruined Gambler,' exclaimed in an uncontrollable burst of feeling, 'I, too, will be a ruined gambler !'

"But it has several times been said to me, 'All this is obviated by the fact, that, in the end, this pirate or robber was taken and executed.' The smallest boy, however, knows that

his seizure or escape depends upon contingencies. Some never have been taken ; others, we know, have died peaceably in their beds ; many have fallen in battle, the common and the honorable lot of the soldier ; and, when seized and put to death, even by those vindictive methods, until so recently practiced,—by the cross, by impalement, etc.,—if the youthful mind has not already been prepared to regard it as the martyrdom of a hero, we, at least, have the warrant of experience, in saying that the public exhibitions of scenes of this kind, either on paper or in actual life, have never been found to exercise that salutary influence, which, perhaps, it would be so natural to expect.

“ Such, Sir, is an outline of the reasons which I have urged, when I have found such books in the Common School libraries, to procure their removal ; and, in corroboration of some of the positions assumed by me, I would remark that, where I have found such books, librarians and other school officers present, have uniformly admitted that they are more read by boys, than any other books in the library. A sensible farmer complained to me, last week, that he ‘ wished the Pirate book was out of the library, for his son would read nothing else—his whole thoughts were on it day and night.’ ”

Speaking of the same class of books, Hon. SAMUEL YOUNG, while Superintendent of Public Instruction of New York in 1842, remarked: “ They serve only to minister to that morbid appetite for the revolting and disgusting details of vice and crime, especially when exhibited on an extensive scale, which characterizes the undisciplined and vulgar mind. They stimulate and excite the worst propensities and passions of our nature, without contributing, in the slightest degree, to the improvement or elevation of the intellect or the heart. It is deeply and seriously to be regretted, that any considerable portion of an enlightened community should countenance the diffusion of works so exceptionable in their tendency.” * * *

“ I am bound,” he continues, “ by the position to which I have been called, and by the obligations I have assumed, to see that no contaminating influences are permitted to mingle with the pure streams of knowledge and instruction designed to be secured by the introduction of District Libraries into the several school districts of the State. The public funds set apart by the enlightened munificence of the Legislature for the general diffusion of intellectual and moral science, shall never, with my consent or knowledge, be perverted to unworthy, degrading, and ignoble purposes ; and whenever I am satisfied that the District Libraries have been permitted, by those to whom the selection of books has been confided, to become the vehicles of corrupting and contaminating appeals to the passions,

the imagination, or the fancy, I shall promptly apply the remedy which the law has placed in my hands."

Hon. CHRISTOPHER MORGAN, when Superintendent of Schools of New York, speaking of the School Libraries in his report of 1851, observed: "Injudicious selections of books are not unfrequently made by the Trustees, and the library funds committed to their charge squandered upon worthless, or worse than worthless publications." Hon. VICTOR M. RICE, in his report as School Superintendent of New York in 1854, after speaking of there being nearly 12,000 District Libraries in the State, says: "In those districts where the libraries have been best appreciated and most extensively read, the interest in their contents is to the largest degree exhausted, and can only be renewed by a constant replenishing of the shelves with fresh books. The existing appropriation is too small to produce a very marked effect in this way, and the consequence is, that both the old and the new volumes are falling into neglect." In the same report, Mr. RICE elsewhere adds: "The undersigned is constrained to believe, that the future supply of the libraries should be regulated by some safer agency than the hawkers and pedlars, who too often succeed in palming off upon the School Trustees, collections of wretched trash, that have no other recommendation than their nominal cheapness."

"My official investigations and experience," writes Hon. HENRY S. RANDALL, "have amply satisfied me, that if the purchase of libraries is made optional with the districts — the alternative being that the library money may be diverted to the payment of teachers' wages, &c.—the system will prove a failure. There is no doubt that a better method of selecting the books could be devised than having it done by the Trustees of the districts. On the whole, I should be much inclined to favor the plan proposed in your communication. If its details were well adjusted and carried out, I see no reason why it would not succeed, and result in a vast saving of the public money, and a vast improvement of the character of the works placed in the hands of the readers of Common School Libraries."

AMOS DEAN, LL. D., of Albany, the Chancellor elect of the Iowa State University, and author of the present school system of Iowa, thus writes: "The idea of small districts providing themselves with libraries that will be of any real value, is, in my judgment, perfectly idle. They will not half of them have any books at all, and those that they do have, may stand a great chance of doing more harm than good. If the quality of food that nourishes and sustains the body is at all worth attending to, much more is that which builds up and gives force to the mind, the spiritual principle."

"The most active and fruitful seeds of good and evil in our social system," writes BENSON J. LOSSING, of New York, the well-known author of the *School Histories*, "are found in the literature of the day; and the wisest discrimination is necessary to separate one from the other. It is impossible—absolutely impossible—to have anything approaching to the exercise of such wise discrimination in the system of District Libraries, as organized in some States. How can the Trustees of schools, elected for a temporary purpose, many or most of them away from the centres of business and general knowledge, and engaged in absorbing pursuits, be acquainted with the character of the thousands of books that fall from the press every year? They have no data to guide them, and they are left to the mercy of pedlars and others, who go about the country with 'sensation books'—in other words, moral and intellectual poison—and are compelled to form their judgment from the statements of lying advertisements. This is a monster evil; and many of the libraries of this State are crowded with books that no judicious parent would willingly allow his child to read. In view of the importance of the matter, I heartily coincide with your expressed opinion in relation to Town Libraries, leaving the selection of the books to the State, through proper agents duly chosen by the people."

Hon. SAMUEL S. RANDALL, formerly Deputy State Superintendent of Schools of New York, and now City Superintendent of Schools of New York City, writes: "I cordially approve the substitute of the Town School Library system for that of District Libraries. In our own State the latter plan has been in existence for some twenty years, and although great good has undoubtedly been accomplished by the diffusion of comparatively a few volumes in every district, yet it is manifest that an infinitely greater amount of benefit would have been accomplished by the consolidation of the funds apportioned to the several districts of each town, and the purchase and gradual expansion of a Town Library, centrally located, and easily accessible to all. These views I have repeatedly and earnestly urged upon the Legislature, but as yet without success. I consider the funds thus comparatively frittered away upon a few cheap books in each district, as little better than wasted; while by the adoption of the Township plan, large and valuable libraries would speedily spring up, the worth of which would be unappreciable to the rising generation, and to the citizens of the State generally."

Hon. VICTOR M. RICH, the late Superintendent of that State, observes in his last Annual Report: "The amount now apportioned to the rural districts, where libraries are most

needed, is frittered into sums of one, two or three dollars—sums too insignificant to produce any appreciable effect, or even to repair losses. It is believed that the appropriation should be increased, and that it should be accompanied with such Legislative provisions as will secure the greatest economy in its expenditure, and the most judicious selection of books. The trustees, having but one, two, three, or four dollars to invest, purchase a very few volumes, at a very high price, compared with which they could be obtained in larger quantities. In some of the States, the funds appropriated for the increase of district libraries, are expended by an agent of the State, who procures, directly from the publishers, two or three thousand copies of such works as he may select, and apportions the volumes to the districts instead of money. True economy would be consulted by purchasing a whole edition of ten or twelve thousand volumes; for the same money would command at least twice the mercantile value of books which is obtained by the present method; while it might also be reasonably hoped that the intrinsic literary value of the books would be equally enhanced.”

The report of Hon. H. H. VAN DYCK, the present Superintendent of Public Instruction of New York, made in January last, gives some interesting facts relative to the condition of the school libraries of that State. It appears, that in 1847, there were, in round numbers, 1,810,000 volumes in the School Libraries of the State; in 1858, they had increased to 1,604,000; and since have gradually decreased, so that in 1857 there were only 1,377,000 volumes reported; showing a diminution of 226,000 volumes in four years, or an average of over 56,000 per annum, while \$55,000 per year had been appropriated on the part of the State for that purpose, on the express condition that the districts should raise for the same object an equal amount. Thus the total number of volumes in the School Libraries of New York exhibit but a slight increase during the last ten years, notwithstanding the expenditure of \$1,100,000 within that period for library purposes.

That something should be allowed for the natural wear of books is reasonable; but the real causes of the diminution are unquestionably found in the reasons assigned by Mr. VAN DYCK in his last report—their probable destruction, to some extent, by use; their dispersion and loss by neglect; and the want of sound judgment by the local Boards of Trustees in regard to the selection of books. “Works of an ephemeral character,” adds Mr. VAN DYCK, “embodying little amusement and less instruction, have too often been urged upon Trustees, and found their way into the library, more to the gratification of

the publishing agent than the benefit of the district. It is true also in many cases, that when a library has attained to a respectable number of volumes, as measured in the estimation of those having it in charge, they look upon its enlargement as unnecessary, and seek to turn the appropriation from its legitimate purposes. Hence arise frequent applications to the Department for leave to appropriate the library money to the payment of teachers' wages; whilst others, it is apprehended, divert it to this and other purposes, without the formalities required by law."

In a personal interview with Mr. VAN DYCK, in September last, he attributed the partial failure of the New York system, to the fact, that on the limited district plan, the libraries are generally too small to be attractive and useful; that very many districts receive from the State the mere pittance of one, two, or three dollars a year, for library replenishment—an amount manifestly too insignificant to do any material good, even if the few books purchased were of the very best character, and hence, in his opinion, the Township plan would be far preferable. It will be seen, that by dividing the total number of volumes in the School Libraries of New York by 12,000, the number of District Libraries in the State, the average number is 114 volumes to each District Library—the large majority of them, doubtless, being far less—as the result of twenty consecutive years' additions, and at a total cost of \$2,200,000, or \$182 upon an average to each library—or an average of a little over nine dollars to each, annually.

These facts and dearly bought experiences of New York, the pioneer State in the establishment of School Libraries, point unmistakably to two grand defects in the system of that State—first, the District Libraries being so small as to render them almost useless; and, secondly, the sad waste of a noble fund by its unwise expenditure by local Trustees, who necessarily know but little of the most suitable books; and if they do, have no proper opportunities to select them. Hence the wisdom of the opinions of Hon. Henry S. Randall, Chancellor Dean, Benson J. Lossing, Hon. Samuel S. Randall, and Hon. H. H. Van Dyck, that a Township Library system, with the books carefully selected by proper State officers, would be decidedly preferable.

Massachusetts—The first to imitate the example of New York, was the State of Massachusetts. It was a noble aspiration of HORACE MANN, when he became Secretary of the Massachusetts Board of Education, to plant the School Library in every neighborhood, so that there should not be a spot without in the borders of the State, where a child should be at a greater

distance than a half hour's walk from a library of books suited to his reading. But the first effort of Massachusetts in 1837, like that of New York, simply *permitted* the districts to tax themselves, and procure libraries. It proved a failure, as it did in New York; those who needed them most, were most blind to their own pressing wants. In 1842, a Legislative grant of fifteen dollars was made to each district, on condition of raising an equal amount, for the purchase of a library. The State Board of Education suggested two series of books, of fifty volumes each, nearly all small works; but the districts, after all, were left to their own discretion in the selection. Publishers having on hand old publications, re-bound them, and though often mere trash, disposed of them upon tempting terms of cheapness to the districts, and thus much that was almost worthless, if not positively injurious, found its way into the School Libraries. After three years experience, with the powerful aid of HORACE MANN, only about two thirds of the districts availed themselves of the benefits of the law, and about \$60,000 were thus appropriated. A vast deal of good was unquestionably accomplished. Yet, except as a temporary measure, it is conceded that the system proved a failure. The poorer districts, where libraries were most needed, were comparatively unsupplied. There were three principal causes of failure: 1. Adopting the district instead of the township system. 2. The law provided for only a single appropriation, with no provisions for replenishing the libraries; so when the books were once read, they were laid aside, and the interest in the libraries ceased. 3. No proper provisions were made for the management of the libraries, and hence they were often thrust one side by some blockhead of a librarian, and left to neglect. These libraries have gradually disappeared.

In 1858, the Legislature authorized each town to raise money for the establishment of a Town Public Library; some thirty cities and towns, in the course of five years, have established libraries—at which rate it would require fifty-five years for all the towns to be supplied. So far as adopting the town Library plan is concerned, this appears to be a step in the right direction; but without State aid and encouragement, and that permanently, a few spasmodic efforts, and at best only partial success can be expected.

Maine.—Little has been done in this State as yet for School Libraries. In 1849, there were but seventeen District Libraries; and in 1851, after the district plan had been seven years in operation, only nine towns reported their establishment. Hon. E. M. THURSTON, Secretary of the State Board of Education,

in his annual report of 1851, thus recommends: "It seems to me, that the only feasible way of establishing a general system of public libraries in the State, is to apply the system to towns, instead of school districts."

New Hampshire and *Vermont* have no State system of School Libraries; but in *Rhode Island* and *Connecticut*, where Mr. BARNARD has labored and sown the good seed, better results have been accomplished. Mr. BARNARD, as the Rev. Dr. WAYLAND assured me, in conversation, "did a great work for Rhode Island in the matter of School Libraries, while at the head of the department of Public Instruction of that State, by infusing the right spirit among the people." The State furnished no direct aid, we believe, and the towns and districts were left to their own discretion. Some 20,000 volumes were reported in 1852, in the School Libraries of the five small counties, comprising thirty towns of that State.

Connecticut.—In 1841, Mr. BARNARD, then Secretary of the Board of School Commissioners of Connecticut, eloquently urged the establishment of School Libraries, the districts to furnish as much as the State for the object. Public sentiment was not then prepared for this noble measure. Hon. JOHN D. PHILBRICK, as Superintendent of Common Schools of that State, in 1855, again brought the subject to the consideration of the Legislature, and pressed the matter with such earnestness, that a law was enacted the following year, granting ten dollars to every school district, for a School Library, and five dollars each succeeding year, on condition of such district raising as much by tax or subscription, for the same purpose.—About one third of the districts of the State have availed themselves of the provisions of this law, the districts being left to select the books, subject to the approval of the Board of Town Visitors.

Middle and Southern States.—Except New York, and a spasmodic effort in New Jersey, none of the Middle States have yet done anything towards School Libraries. In Pennsylvania, their necessity is felt, but they have no State School Fund, and hence have a heavy educational tax to levy. The Southern States have done nothing in the direction of School Libraries. The *West*—the giant *WEST*, has outdone them all.

Michigan.—This State took the lead in the West, in establishing libraries for Schools. They were at first District Libraries, but in 1848, we find them changed into Township Libraries. The sum of \$25 is by law annually set apart by each town, out of its local tax, for the Township Library; and to this is added about an equal amount, derived from the clear

proceeds of all fines and penalties for breach of the penal laws of the State, recognizances, and exemption equivalents from military duty. Thus the sum of about \$30,000, is annually expended for the replenishment of these libraries, the Township School Inspectors being charged with the duty of selecting and purchasing the books. It is the testimony of Hon. IRA MAYHEW, the Superintendent of Public Instruction of that State, that "wherever Township Libraries have been established, and properly maintained, they have been productive of incalculable good."

There are now over 500 Township Libraries in Michigan, possessing an aggregate of over 200,000 volumes, or an average of 400 volumes to each library. From the large amount of money appropriated to this purpose, it would seem that there should have been a much larger number of volumes in the libraries; but we may charge something, doubtless, of this apparent deficiency, to the system of purchasing the books of itinerant hawkers and pedlars, who naturally enough feel that they should have pretty liberal profits, with something clever added for freights, and still, perhaps, another item for selecting the books for the local officers.

Ohio.—Hon. SAMUEL LEWIS, Hon. JOHN SLOANE, Hon. SAMUEL GALLOWAY, Hon. HENRY W. KING, and Hon. H. H. BARNEY, successive heads of the School Department of that State, urged the establishment of School Libraries. After fifteen years' agitation of the subject, the Legislature at length became awakened to its importance, and in 1853, one-tenth of a mill State tax was imposed on the State valuation, and annually appropriated for the specific purpose of School Libraries, the State Commissioner being charged with the duty of selecting the books, and contracting for their delivery. This tax amounts to upwards of *eighty thousand dollars* a year; and in the years 1854, 1855, and 1856, the total value of the books distributed, amounted to over *two hundred and two thousand dollars*, and and the value of over *nineteen thousand dollars* in addition was distributed in school apparatus. The total number of volumes distributed to the School Libraries of Ohio in those three years, was 332,579. After a suspension of the library tax for two years, it has again become operative, and probably not less than 100,000 additional volumes will shortly be distributed.

The present library law of Ohio, fraught as it is with such incalculable good, has met with some opposition, which the present State School Commissioner, Hon. ANSON SMYTH, thinks "has arisen from the fact that *sub-district*, rather than *Township* libraries have been attempted. This plan has given to many of the districts so small a number of books, as to

render these libraries little else than objects of contempt ; whereas, if all the books apportioned to the township had formed a single Library, it would have been an object of esteem and proper management. For example, here is a Township which receives an apportionment of books to the value of \$100 ; sufficient for the beginning of an extensive and useful library. But the Township is divided into twelve sub-districts ; and when the books are distributed, each receives a library of the average value of about eight dollars. It has been a disputed point, whether the law designed to establish *Township*, or *sub-district* Libraries. In regard to the matter, it is not so clear and explicit as it should be. I therefore recommend that the language of the law be so amended as to require the establishment of *Township* Libraries. If this shall be done, I doubt not that the Library Law will soon become acceptable and popular throughout the State."

Indiana.—As nobly as Ohio has done for School Libraries for her children, Indiana has done still better. Seven years ago, when the School Laws of Indiana were undergoing a revision, Prof. DANIEL READ, now of our State University, and then a Professor in the Indiana State University, and who had shortly previous held a seat in the Convention for the revision of the Constitution of that State, was invited by the joint committee on education of the two houses of the Legislature, to deliver an address on the means of promoting common school education. Among other appropriate topics, Prof. READ strongly urged the establishment of an efficient School Library plan, as indispensable to give vitality to any school system which might be adopted ; and, with some hesitancy, ventured to propose an appropriation of some \$30,000 for this object.—“The next day,” says Prof. READ, “ROBERT DALE OWEN, now our Minister resident at the Court of the Two Sicilies, who was then chairman of the joint committee on education, sent for me to call at his room. He said to me, ‘You proposed \$30,000 for School Libraries. That will never do. The committee will not assent to such an appropriation. What ! said he in his earnest manner,—will the people of Indiana freely raise taxes to pay the interest on millions of money for which they never received the value of a pin-hook, and when the children of the State cry for the bread of intellectual life shall they refuse them, or put them off with the half of a loaf ? No, sir ! No, sir ! The committee will report nearer \$130,000, for this the greatest object which has ever been proposed to our consideration.’”

Where such enlarged and patriotic views prevailed, it is scarcely necessary to add, that others caught the same noble

spirit, and the present Township Library system—the praise and admiration of all the land—was promptly adopted. A State property tax of *one-fourth of a mill*, and a *twenty-five cent* poll tax, provided the means for the purchase of the libraries, and the State Board of Education were charged with the duty of selecting the books, and contracting on the best terms for them. The law was limited in its operations to two years, but has since been renewed. But two purchases have yet been made, and the reports of 1855 and 1856 seem to exhibit over three hundred and seventy thousand volumes in the several Township Libraries of the State, at an apparent cost of \$296,000—or an average of 80 cents a volume. The partial suspension of legislation which has since unfortunately existed, has checked the progress of the library system of Indiana, but this can be only a temporary evil, from which the State will speedily recover, and continue in the noble career upon which it has so auspiciously entered.

HON. CALLEB MILLS, formerly Superintendent of Public Instruction of that State, denominates the Township Library feature as the “crowning excellence” of the Indiana educational system. “The operation of the library feature of the system, as far as heard from,” he remarks in his annual report of Feb., 1856, “has been exceedingly happy, disappointing the predictions of its enemies, and the fears of its timid friends, and even transcending the most sanguine expectations of its more ardent advocates. The interest awakened by its use, and the estimation in which it is held by adults, as well as youth, confirm the wisdom that gave it a township character rather than a district mission. Its selection and purchase by the Board of Education is not without advantages of an important character. The former may be controlled and governed by the principles of a wise, judicious and well matured plan, and thus secure all that could be desired in forming the taste and giving direction to the reading material furnished by the State, while the latter cannot be else than superior in economy to any other method.”

Illinois, Iowa and Missouri.—These States have as yet done but little in the way of School Libraries. In Illinois private enterprise is doing something for the supply of libraries, with the sanction of the local Boards, and Superintendent of Public Instruction. In the revised School Law of Iowa, provision is made for Township Libraries. Missouri has reported the commencement of a district system.

Upper Canada has an efficient school system, not the least important or successful feature of which is its School Libraries. These are furnished for County, Township, or District organizations, the Government apportioning one hundred per cent. upon all

sums contributed for this purpose of not less than five dollars, either for the establishment or increase of Public Libraries—the Government furnishing the books at the lowest wholesale rates. During the three years since this system went into operation, about 170,000 volumes have been distributed; and about one third of all the sections or districts in the Province, have secured libraries.

THE TOWNSHIP LIBRARY SYSTEM THE WANT OF WISCONSIN.

I hesitate not to say, that after a careful survey of the School Library experiences of this country, every unprejudiced, impartial man will come to the conclusion, that the greatest success has attended that system where the State has provided the books, and sent them forth to every township within her borders. The *Township Library* system is what we want in Wisconsin. Its superiority over the old district plan, is thus briefly pointed out by Hon. CALBB MILLS, late Superintendent of Public Instruction of Indiana, in speaking of the system of that State: "Its peculiar and crowning excellence is, that it is a *Township* in distinction from a *district* library. Libraries on this basis assume, at once, a character for permanence, importance and usefulness, that the lapse of years and the expenditure of ten-fold the funds will hardly impart to the district collection. It also possesses another element, distinguishing it from the product of a mere township association, charged with the responsibility of selection and purchase, which may be denominated its *State* feature, and securing to each township its due proportion of books, under circumstances that promise a more judicious selection, and a more economical purchase.—These features are sufficient to recommend it to the favorable regard of the public, and justify the expectation that the principles controlling the selection, will be sound and judicious, as well as the purchase will be wise and economical."

Let us see what Wisconsin has done for School Libraries under its district system, during the ten years since its organization as a State. In the first place, ten per cent. of the State apportionment was to be appropriated by the Town Superintendents for District Library purposes; this requirement was subsequently changed, so as to leave it optional with the Superintendents whether or not to so appropriate it. In either case, the districts were authorized to levy a tax not exceeding thirty dollars annually for the establishment or increase of their libraries. This simple *permission* for the Town Superintendents, and the districts, to do something for libraries, was long ago regarded as a signal failure in New York and New England.—

It has scarcely worked any better in Wisconsin—the inherent principle is the same everywhere. Town Superintendents, in very many instances, it may charitably be supposed, give the matter little thought; and when they do, it may not be popular, for there is always a class in almost every community who possess little knowledge of books, and for that very reason oppose a tax for libraries, and object to the Superintendents' setting apart ten per cent. of the State apportionment for library purposes, as the district would thereby have so much less with which to pay their teachers, and consequently have just that amount added to their ordinary local tax for that object.—So that between ignorance, demagoguism, and prejudice, School Libraries have been but too generally neglected.

The recent returns show 1,125 District Libraries, and 250 joint libraries in the State, with an aggregate of 38,755 volumes—an average of 28 volumes to each library. As the result of ten years' efforts, it is insignificant; showing upon an average an annual increase of only 8,875 volumes for a great State like ours, with a population of nearly a million of people,* and two hundred and sixty-four thousand children of school age. This would, if equally distributed, furnish one volume to about every seven scholars; or a library of about *nine* volumes, on an average, to each of the 4,000 school districts in the State, each averaging sixty-six children; or exhibit the very stunted increase of less than a volume a year to each such library, upon an

* POPULATION OF WISCONSIN.—By taking the census of 1850, which, in round numbers, was 305,000, and that of 1855, which was 552,000, and by the number of votes polled in those respective years, and the number of school children reported in those years respectively; and contrasting them with the vote and school children of this year, we can very nearly ascertain the present population of the State.

The vote, in round numbers, in 1850, was 42,000; in 1855, 72,000; in 1858, 116,000. The number of school children of 1850, in round numbers, was 92,000; in 1855, 188,000; in 1858, 264,000.

If, therefore, 42,000 votes in 1850, gave a population of 305,000, then 116,000 votes in 1858, should give a population of 842,000. If 72,000 votes in 1855 exhibited a population of 552,000, then 116,000 in 1858, should show a population of 889,000. The average result of both calculations would show a present population of 865,000.

If 92,000 school children in 1850, exhibited a population of 305,000, then 264,000 school children, in 1858, would show a population of 875,000. If 188,000 school children in 1855, exhibited a population of 552,000, then 264,000 children, in 1858, would show a population of 775,000. The average result of these calculations would show a present population of 825,000; or averaging the calculations both by the vote of 1850, 1855 and 1858, and the school children of those years, with the census of 1850 and 1855, and we shall show a present population of 845,000. Since, therefore, the census of 1855, we have increased, upon an average, 100,000 annually. By the middle of 1860, when the census will be taken, we shall exhibit a population of over one million; and if the ratio of congressional representation should be increased from 93,420 to as high as 125,000, or even 130,000, Wisconsin, under the next apportionment, cannot have less than eight representatives.

average, during the ten years since our school system went into operation. Take another view of our Wisconsin library statistics; of the 56 counties in the State, 20 of them report not a single library; 6 others report 9 libraries, with a total of 181 volumes; 8 others report 61 libraries, with 2,017 volumes—thus exhibiting in 34 counties 70 libraries, with 2,148 volumes, and this for nearly *three-fifths* of the counties of the State. So that, in round numbers, 86,000 of the 88,000 volumes in the District Libraries, are confined to twenty-six of the more populous and wealthy counties, which comprise less than *one-eighth* of the territorial limits of the State. And here as elsewhere, in the sparsely settled counties, where there is most poverty, and least intellectual advantages—where, indeed, School Libraries are most particularly needed, such a thing is seldom or never known.

Such is our destitution in the matter of School Libraries. It should be humiliating to our State pride to ponder these facts—and doubly humiliating when we see, as we must, that we are doing almost next to nothing whatever in furnishing useful reading for our over a quarter of a million of children. When we bring to mind the 200,000 volumes in Township Libraries of Michigan, the 832,000 in the School Libraries of Ohio, and the 870,000 in the Township Libraries of Indiana—making altogether over *nine hundred thousand* volumes, all engaged in a work of love, intelligence, virtue and happiness, the magnitude of which is beyond all human calculation, fraught with the noblest and richest blessings to over a million and a half of children, we should feel a sentiment of pride that we have such sister States in the noble North-West, who are doing so much for the intellectual growth of our country. While we wonder and admire, shall not these amazing intellectual achievements quicken and encourage us to imitate their wise and munificent example.

On the present district system we have but one third of the districts in the State supplied with libraries, and they so small as scarcely to deserve the name; and these few are located in portions of the State where they could better be spared than in the more remote destitute frontier regions. The few books purchased are but too generally obtained of itinerant hawkers and peddlers, at extravagant prices, which could well be borne if they did not prove, as they frequently do, moral pests of society. The district plan must necessarily exhibit puny, inefficient, and unsatisfactory results; emphatically failing to accomplish the noble objects sought to be gained by such collections. Other States have wisely abandoned the district plan,

and others are preparing to do so, and the Township system is invariably the substitute.

By the Township plan, with State provision for their establishment and replenishment, as in Michigan, Ohio and Indiana, we should have far larger libraries, and their benefits far more generally diffused ; for every town in the State, the poor as well as the rich, would have its proportionate share. As in the olden time, the blessedness of Christianity was manifest in that "*to the poor the gospel was preached,*" so would these precious Libraries perform their noblest mission to the poor and the neglected, though often the excellent of the earth.

By the Township system, we should have a far greater variety of books. Under the old district plan, suppose each of a dozen districts in a town was to have ten new volumes given for a new Library, or replenishing an old one—the same ten volumes that would be *best* and *cheapest* for one, would be *best* and *cheapest* for all ; so that in all the twelve districts there would be in truth but *ten* different works ; while upon the Township plan, there would be a *hundred and twenty* different works for the same money. Any one can readily see how much more attractive the large number would be to both youth and adults ; how many more tastes could be gratified ; and how much more knowledge would necessarily be diffused among the people.

By the Township plan, with the State to select and provide the books, a far better class of works would be obtained. The whole range of literature would be open from which to select with the most scrupulous care ; and thus the miserable trash served up by the itinerant venders would be avoided. It would not be possible to estimate the gain in virtue and morality that would result from this procedure. Very many of the districts are so situated, that if they buy books, they must procure them of peddlers, or not at all—the latter alternative, as a general rule, might prove the wisest and safest to adopt.

By the Township system, we should get far more books for the same amount of money expended ; and, I should fondly hope, with this system, we should have the needed State encouragement, so as to devote far more means to this important object than has ever been done before. Certainly its magnitude and importance urgently demand it. As an evidence of how much cheaper proper books can be procured by State contract, in large quantities, the experience of other States may be cited. In Michigan, it would appear from a letter from Hon. I. A. MAYHEW, State Superintendent of Public Instruction, that the cost of the volumes as purchased by the local School Inspectors, of merchants or itinerant venders, may be

set down at one dollar per volume,—and, if full statistics were had on this point, it would probably be found to considerably exceed that sum, as the aggregate number of volumes at that rate, bears no proportion to the amount of means provided for that purpose. In New York and Massachusetts, where the books have been purchased by local school directors and committees, at retail stores or of hawkers and peddlers, the most of them bound in cheap muslin, the average cost has been ninety cents per volume. In Ohio, under the better system of State contract, equally as good—doubtless a far better, selection of books was obtained at an average of sixty-two cents per volume. The experience of Indiana is, we believe, fully equal to that of Ohio, in demonstrating the great saving by these wholesale purchases. The economy of this mode of purchase is so apparent, I trust, as to need no farther elucidation. Suffice it to say, that from the experience of Ohio and Indiana, and from what I have learned from the leading publishers of the country, a contract can be made for the delivery of the very choicest class of books at some central point in Wisconsin, at an average of from thirty-three to forty per cent. less than the usual retail prices, and that too in a far superior style of binding.

This matter of binding is an exceedingly important consideration in a State system of School Libraries. When the State contracts for the whole, a particular style of binding would be specified, combining neatness, uniformity and durability—with each volume stamped “WISCONSIN SCHOOL LIBRARY” on the back of the cover, and the Library Rules and Regulations pasted on the cover within. Under the first contract entered into by the State of Ohio, much complaint was made of the poor and defective character of the binding, by which not a few otherwise valuable books were soon rendered almost worthless; but under the present contract, made in behalf of the State by Hon. ANSON SMYTH, the present Commissioner of Common Schools of that State, a superior style of half roan binding is provided for, with fine black muslin sides, marbled edges and linings, and three head bands, at prices ranging from fourteen to twenty-five cents per volume—specimens of which I have carefully examined, and better, cheaper, or more substantial binding I never saw. I feel the utmost confidence, that in this single item of binding, alone, adopting the very superior style of Ohio, a vast amount would be saved to the State, and our Libraries, in addition to their increased attractiveness, would prove serviceable a far longer period than they possibly could with the ordinary muslin binding generally in vogue.

By the Township plan, in addition to the appropriate variety of works suitable to the capacities of all, a superior class

of books which ought to be in every Township, could be gradually introduced. I allude to such noble works as the New American Cyclopaedia, Benton's Congressional Debates, Bancroft's and Hildreth's Histories of the United States, Prescott's Histories, the works of Franklin, Irving and Sparks, Lossing's Field Book of the Revolution, and Randall's Life of Jefferson. Under the present district plan, few or none of these desirable works could ever be procured. What a flood of light and knowledge would works of this superior character, in a few brief years, pour into every Township in the State. Our noblest sources of literature would no longer be confined to the favored few, but placed within the reach of the humblest citizen and poorest youth of our State—and thus would our School Libraries become, what our Common Schools should and must be—"Good enough for the richest, and cheap enough for the poorest."

There are two objections I wish here to meet. The first is, that the Township system would not be quite so convenient as the district plan, as the majority of persons in each town would have farther to go for the books. This is true. But with our present district plan, two thirds of all the districts in the State have no libraries at all, and hence suffer an inconceivable loss; and under the present system, the poorer, and thus really needier districts, will always be deprived of the priceless blessing of School Libraries. Cannot, and ought not, some personal sacrifices, if need be, be made by all good citizens, for the general good? Is it not the special duty of governments, to provide for precisely just such cases as this, as a part and parcel of a cheap public education, which, it is universally conceded, we are bound to provide for all the children of the State?

By having all the books concentrated in a single School Library in the Township, there would be such an increased number and variety of books, from which to select, as would richly compensate for a little extra walk in their procurement. But even this might be measurably obviated, by leaving each town, by vote of its annual meeting, or by the discretion of its proper school officers, to determine whether the Township Library should be divided into two or three sections, and these respectively placed in as many convenient localities, for six months, or a year, and then interchange these sections with other localities, and so the several sections would be alternating, and brought within the convenient reach of every part of the town. Or, as in Michigan, some district officer might be permitted to draw from the Township Library, every three months, the number to which his district would be entitled, and then loan them under proper regulations, to the people of his district. Either of

these arrangements in connection with the Township plan, would subserve nearly every facility of the District Library system, with the superior advantages of a largely increased number and greater variety of books, offered, in permanent binding, and attractive style, to gladden the hearts, and improve the moral and mental faculties of all classes of community.

The other objection which I have intimated, is, that by a State system of supplying the books by contract, injustice would be rendered to a worthy class of our own citizens engaged in the business of book-selling. I do not think there can exceed fifty regular book-sellers in the State, who deal in miscellaneous literature, such as District Libraries are in the habit of purchasing. During the past year, in round numbers, there have been 10,000 volumes purchased and added to the libraries in the State, probably not to exceed one half of which were bought of regularly established book-sellers, the rest having been purchased of peddlers. If, then, for the 5,000 volumes bought of the legitimate trade of the State, we estimate a dollar and a half upon an average for each volume, it would be, upon an average, \$150 trade with each merchant, with a profit of from thirty-three to fifty per cent. Ought this trifling advantage to fifty of our worthy merchants, to stand in the way of infinitely greater advantages to all the rest of our fellow citizens? "The greatest good, to the greatest number," is a maxim applicable in this case. But we may well doubt, whether, after all, this State system of providing School Libraries, would work any disadvantage to the book-sellers of Wisconsin; for, in the end, the largely increased library attractions and facilities, would naturally beget a love of reading, and in this way, make many a patron of books and book-sellers, that would never otherwise purchase so much in a whole twelve-month, as the value of a Family Almanac. And I should calculate, too, that not only the book-sellers would be benefitted by this certain mode of increasing the lovers of reading, but also the publishers of agricultural, educational, and literary magazines, as well as the publishers of newspapers generally.

TOWNSHIP LIBRARIES—ARE THEY DEMANDED?

The people of Wisconsin, we may be very certain, want no feeble system, no half way work. The very best Library plan is none too good for them, if they can but feel a reasonable assurance that a really better system can be provided, and can but see the way clear to meet the expense. That a better system can be devised, the ample experience of the Township plan of our Western sister States of Michigan, Ohio and Indiana, as compared with the partial, inefficient and dilapidated district

systems of the older States, most conclusively demonstrates. The only remaining question, it seems to me, is, are the people able to bear the expense?

Before answering this question, let us see what other communities have done, and are doing, when high moral and intellectual appeals are made to their patriotism, their generosity, and the love they bear their children. Over a hundred and fifty years ago, Yale College was founded by ten thoughtful and benevolent men, each laying a few volumes on the table, with the declaration, "I give these books for the founding of a college in this colony." Even the venerable University of Harvard was once supported by the scanty and precarious gifts of the infant colony of Massachusetts, presented in their primitive form—a bushel of wheat, a cord of wood, and a string of Indian wampum. We can better establish a noble library for every town in Wisconsin, and provide for its permanent growth and replenishment, than our New England fathers, a hundred and fifty or two hundred years ago, could found their infant colleges.

Look at the unparalleled sacrifices of Prussia. "Prussia," says BANCROFT, "in the hour of its sufferings and its greatest calamities, renovated its existence partly by the establishment of schools." "Prussia, who furnishes us with a pattern of excellence in the present state of her public schools," says Prof. STEVENS, of Girard College, in a letter to the Superintendent of Common Schools of Pennsylvania, written from Berlin, "affords us a still more brilliant example in the noble policy by which she sustained them in times of great public distress. Of all the nations of Europe, Prussia was reduced to the greatest extremity by the wars of Napoleon. In 1806, at the battle of Jena, her whole military force was annihilated. Within a week after the main overthrow, every scattered division of the army fell into the hands of the enemy. Napoleon took up his quarters in Berlin, emptied the arsenal, and stripped the capitol of all the works of art which he thought worthy to be transmitted to Paris. By the treaty of Tilsit, in 1807, the King of Prussia was deprived of one half of his dominions. A French army of 200,000 men were quartered upon the Prussians till the end of the year 1808. Prussia must pay to France the sum of 120,000,000 francs, after her principal sources of income had been appropriated by Napoleon, either to himself or his allies. The system of confiscation went so far that even the revenue from the endowments of schools, of poor-houses, and the fund for widows, was diverted into the Treasury of France. These last were given back in 1811. Foreign loans were made to meet the exorbitant claims of the conqueror. An army must

be created, bridges rebuilt, ruined fortifications in every quarter repaired, and so great was the public extremity, that the Prussian ladies, with noble generosity, sent their ornaments and jewels to supply the royal treasury. Rings, crosses, and other ornaments of cast iron were given in return to all those who had made this sacrifice. They bore the inscription, '*Ich gab gold um eisen,*' (I gave gold for iron); and such Spartan jewels are much treasured at this day by the possessors and their families. This state of things lasted till after the 'war of Liberation,' in 1812. But it is the pride of Prussia, that at the time of her greatest humiliation and distress, she never for a moment lost sight of the work she had begun in the improvement of her schools." Thus, in 1809, the minister at the head of the Section of Instruction, wrote as follows to some teachers who had been sent to the institution of Pestalozzi to learn his method and principles of instruction: "The Section of Public Instruction begs you to believe, and to assure Mr. Pestalozzi, that the cause is the interest of the government, *and of his majesty, the King, personally*, who are convinced that liberation from extraordinary calamities is fruitless, and only to be effected by a thorough improvement of the people's education." And amid these sufferings and calamities, the educational advancement of Prussia never flagged for a moment; universities were established, and seminaries founded for the education of teachers.

Some twenty years ago, there was at least some talk that Pennsylvania would be compelled to repudiate her State debts, so large had they become, and so difficult even to provide for their interest; when a distinguished citizen of that State proposed to divert the money appropriated for the support of common schools to the payment of interest on these debts. Alluding to which, Prof. STEPHENS, after enumerating the herculean efforts of Prussia in behalf of public education, even amid her severest sufferings, thus eloquently remarks: "Is not this noble policy, on the part of an absolute government, at a time when the nation was struggling for existence, a severe rebuke upon the narrow and short-sighted expedients of those republican politicians, who can invent no better way to pay a public debt than by converting into money that institution on which the virtue and intelligence of the people, and the special safety of a republican State, *mainly depend?*"

But, we believe, this unrighteous *diversion* of the school money was not made. This was indeed creditable to the sturdy integrity of Pennsylvania; and to this day the Keystone State must pay heavier taxes, and with more becoming cheerfulness, than the people of any other State in the Union, I Penn-

sylvania has unfortunately no School Fund. She appropriated last year from her general fund nearly \$300,000 for school purposes, the counties raising the balance needed, which amounted to nearly *two millions of dollars* more, including building expenses, and this too, when direct taxation is necessary to pay all their ordinary State expenses besides, and *over two millions of dollars* annually in addition to meet the interest on their forty million State debt, incurred for internal improvements, in which the State does not now possess a dime's interest. Yet cheerfully and ungrudgingly do the sturdy sons of Pennsylvania insist on maintaining their excellent school system, at any cost and every sacrifice. The people of Wisconsin could vastly improve their schools, and inaugurate a Township Library system which should annually augment its priceless treasures, and never feel a tithe of the expense, compared with the heroic sacrifices of Prussia and Pennsylvania, to educate their children.

Wherever the Township Library has been introduced, as in Michigan, Ohio and Indiana, it has proved exceedingly useful, and consequently very popular. We hear no lisp of their repeal. The State Superintendent of Michigan declares that the Township Libraries of that State "have been productive of incalculable good." Hon. H. H. BARNEY, wrote in August, 1856, when State Commissioner of Common Schools of Ohio: "During the last four months, I have visited about sixty counties, and have not found one man in fifty that desires a repeal of this library provision of our School Law. I have also found that the demand for the books on the part of the youth, as well as adults, is rapidly increasing, so much so that not the least doubt is entertained, that those libraries will ultimately create a general taste for reading throughout all classes and ages of our people."

"Good books," says Hon. HARVEY RICE, of Cleveland, the father of the School Law of Ohio, "are not only good tools, but indispensable in the field of education; or, to change the figure, they may be regarded as teachers of the highest order, both for the young and the old. In twenty years, if the library tax be continued, the people of Ohio as a mass, I will venture to predict, will become the most intelligent people on the face of the globe; and that, too, at a cost nobody would feel."

Hon. CALEB MILLS, late Superintendent of Public Instruction of Indiana, pronounced their Township School Libraries "the crowning excellence" of the educational system of that State. Nor is it wonderful, when we learn, that one Township reported 1,280 volumes taken out in three and a half months; another 687 in four months; another 1,242 in nine months; another 1,050 in six months; another 700 in nine months;

another 1,540 in ten months ; another 2,127 in eight and a half months ; others during the year, 1,900, 1,920, 2,075, and even 2,226 volumes — when not one of these libraries contained more than 330 volumes. In the whole city of Cincinnati there is but a single School Library, which happily ‘avoids a wasteful multiplication of the same books ;’ and with little more than 12,000 volumes in the Library, the circulation of books during the past year was 47,866 volumes, or four times the total number in the Library.

As an instance illustrative of the strong feeling of attachment with which the Township Libraries are regarded where they have been established and tested, and how cheerfully the expense is borne by the people, I cite the following from an excellent address by Prof. READ : “I will give the substance of a conversation which I had during my recent visit to Indiana, while in the Auditor’s office, examining the most beautiful series of books—the *Indiana School Library*. A farmer from the remotest township of the county came in. After a little, I said to him, ‘Gentry, you are heavily taxed here in Indiana ; I have been running away to Wisconsin where they have no old dead horses in the form of canals to pay for, and no interest to pay on bonds which our sharp-sighted Indiana Commissioners were cheated out of.’ ‘Well,’ said he, ‘we *are* heavily taxed, and this year, with our short crops and hard prices, it is as much as we can do in our neighborhood to pay our taxes.’ ‘But,’ I said to him, ‘it will be the policy of this Legislature to diminish taxation.’ He said ‘in all mercy he hoped so.’ ‘They will begin upon your extravagant school system. Now, look at these books—what is the use of them ? Do they do a particle of good ?’ ‘Let them,’ said he, ‘cut off what else they please—let them even cut off the whole school tax beside, but the books we must have.’ He then told me, that the books had done his neighborhood more good, and had produced a greater change in the habits of families, than any other means of improvement which had ever been brought to bear upon the people.”

The citizens of Wisconsin are not less sensible of these inestimable advantages, nor less ready to make sacrifices to secure them, than are their neighbors in other Western States. People who truly love their children will willingly, nay gladly, make any possible sacrifice for their intellectual and moral culture ; and quite as cheerfully too, will they learn to do it for the common benefit of all the children of the community in which they live.

I think that it may justly be regarded, that this matter of

Township School Libraries is emphatically the present great educational want of Wisconsin. It rises superior, in my humble estimation, to all others. It appeals most powerfully to the parent, to the Legislator, and to every lover of his race. It is only a question of time. It must come. I firmly believe the people of this State are already prepared for it, and waiting for, and demanding its inauguration. They long to witness legislation the benefits of which will accrue directly and tangibly to every child and every family in the State—redounding to the lasting good of the State itself, to virtue, intelligence, and morality. They long to see legislation which shall, like the dews of Heaven, bring untold blessings to the very domicils of the humblest in community—legislation, of which every man, woman and child in Wisconsin can emphatically see and enjoy its happy results. They are willing to pay for the economical support of the State government, an upright judiciary dispensing justice alike to all, and humane institutions for the unfortunate; but they ask also for *the bread of intellectual life* for their children. They demand School Libraries—the very best that wisdom and economy can devise—shall they have them? Never was a truer remark uttered, than that of CARL SCHURZ when he recently thus admonished our legislators: “Let them never forget, that true economy does not consist in close parsimony alone, but in a wise and appropriate application of the public moneys.”

There should be a special fund permanently set apart for Township Library purposes, to be annually used in the purchase of carefully selected and approved books, uniformly and substantially bound, and apportioned among the cities and towns of Wisconsin according to some just system of equalization. That the books be selected by the State Superintendent of Public Instruction, or a State Board of Education, or in such other manner as the Legislature may designate, and the contract made for them on the best terms, and in such manner, as may be provided by law.

The three States of Michigan, Ohio and Indiana, which have taken the initiative in the grand enterprise of Township Libraries, have neither of them taken a dollar from their School Funds for this purpose—and doubtless because those funds were not sufficiently large to warrant it. In the discussion of the present and prospective condition of the School Fund of our State, I think I have shown conclusively, that it is not now, nor ever can be, in a condition to divert from it any considerable amount for either library or other similar purposes. It should be husbanded with the most rigid watch-care exclusively for sustaining the Public Schools. I could not, therefore, with these

views, advise any diversion of this fund for even so noble an object as establishing and perpetually replenishing Township Libraries.

While Indiana imposes a State tax of a quarter of a mill on taxable property, and a poll tax of twenty-five cents, and Ohio levies the tenth of a mill, for Library purposes, I would be inclined to suggest, whether a Library Fund for Wisconsin could not be best created, by setting apart one third of the annual income from the Bank tax, and all of the Railroad tax income. The State of Maine devotes the whole of her Bank tax to the benefit of her public schools, and so does Indiana. Assuming our present population at from 800,000 to 1,000,000, this would give us about the same proportional amount set apart for Library purposes as in Indiana, where as much as \$110,000 a year has been raised ; and would be none too much to secure efficient and useful Libraries. Estimating, as has been done, the Railroad tax at \$20,000, and \$30,000 as one third of the Bank tax, we should have \$50,000 annually for Library purposes ; or, upon an average, about seventy-five dollars for each of the six hundred and fifty towns and cities in the State—some getting more, and others much less than that amount. Of course, an increase of population, together with an increase in the number of towns in the frontier counties, might or might not diminish the number and value of the books to be apportioned to each town, depending very much upon the fact whether the Library Fund would be of such a nature as to increase in a relative proportion.

For the 10,000 volumes added last year to here and there isolated district Libraries throughout the State, the people of Wisconsin could not have paid probably less than fifteen thousand dollars ; and it would be safe to estimate, that one half of the works, obtained of the itinerant venders, were worthless, or even worse. Deducting this worthless expenditure, we should be paying some \$15,000 for 5,000 useful volumes, and these in poor, varied, and unsubstantial binding. Suppose we were to expend \$50,000 annually for Township Libraries, and secure say 65,000 or 70,000 volumes—all thoroughly examined, and faithfully tested as good and useful—we should then for the \$35,000 in addition to what we now expend, get not less than sixty thousand useful volumes more than we now do. We should, besides, have them in a far neater and more serviceable style of binding, and they would be three times as generally diffused as are our present libraries—for only one third of the State, after ten years' steady efforts to that end, has as yet been supplied with libraries, and that with but a few volumes to each collection. Sixty-five or seventy thousand volumes a year ap-

portioned to the several towns and cities of the State, would be a very different matter from the weak and utterly inefficient system which has thus far given, upon an average, less than a volume a year, for the last ten years, to each of the several school districts of the State. Larger libraries, annually replenished, would prove far more attractive than the present small and ill-assorted collections, and hence the real amount of reading done, and useful knowledge imparted, would be increased beyond all estimation.

If all the districts in the State should promptly engage in the great work of securing libraries for themselves under the present library law, it would prove a far more onerous tax on the people, and they have far less to show for it, than by the State system here suggested. The universal experience of other States has proven beyond a doubt, that the district library system is, pecuniarily, a wasteful and extravagant one, while the township plan is not only one of true economy, but fraught with the richest and most enduring blessings to the people.

Perhaps the objection might be raised, that this new system would create new officers to eat out the substance of the people. If additional officers were really needed to carry out so noble a reform, they should unhesitatingly and ungrudgingly be provided. But under the Township Library plan, there need necessarily be no new offices created. Under the present district plan, we have 1,875 libraries, and each of these must have a librarian; while, with the Township system, we should require but about six hundred and fifty librarians for the whole State—one for each town and city. Here then would be a large decrease of officers. I think, however, it would be but just and proper, that as a Township Librarian would have largely increased labors over the District Librarian, he should receive some reasonable compensation. This should be provided either by the town, or by imposing a tax of one cent on each volume taken out of the library. This idea of a cent tax on the books taken out of the Library is not a new one, as Hon. HENRY BARNARD assured me; and he advised it as a good regulation. Fines and penalties could either be applied towards the Librarian's compensation, or for Library fixtures and occasional re-binding.

It may be asked, what, in the event of establishing Township Libraries, should be done with the present district libraries? I should hardly think any legislation would be necessary. They are indisputably the property of the districts possessing them; and probably a large majority of the volumes, from injudicious selections and long usage, would not prove sufficiently

desirable for the Township Library as to have them appraised, and the other parts of the town taxed for their proper share. By such a course, in a town where several district libraries exist, many works might thus be duplicated. It would seem to me most proper, that if the districts would not generously contribute them to the Township Library, they had better retain them for their own use. In addition to furnishing each town and city in the State with a library, I would suggest whether it would not be advisable, to furnish such a selection, as the State officer or officers, having this matter in charge, might deem appropriate, to the State Library, the Libraries of the State Historical Society, the Department of Public Instruction, the State Prison, House of Refuge, Deaf and Dumb Institute, Insane Asylum, Blind Asylum, and to each State Normal School, or Normal department, under State patronage and supervision. In each of these, I am very confident a proper selection would prove eminently useful. "Every man and woman," writes Hon. E. M. Macgraw, State Prison Commissioner, "who can read at all, is very anxious to have books and papers, and the greatest uneasiness is manifested when a book is read through before the day of change, and they have no reading matter on hand. I think reading has a very beneficial influence on the inmates of the Prison."

This general plan—at least the superiority of the township system over the old district plan, and the decided advantages of the State, through its properly constituted agents, selecting the books with a view to economy and superior excellence, has met with a far more general approval by the leading educators and friends of education in the country than almost any other matter connected with our Common School system. Among them it is gratifying to observe such a brilliant galaxy of names as those of Henry Barnard, Horace Mann, Barnas Sears, Caleb Mills, Ira Mayhew, Geo. S. Boutwell, Henry S. Randall, John D. Philbrick, H. H. Barney, Anson Smyth, W. C. Larrabee, Henry C. Hickok, H. H. Van Dyck, David N. Camp, J. S. Adams, and Maturin L. Fisher, who are now, or have been, at the head of the School Departments of their respective States, and such eminent men and friends of education as the venerable President Nott, Francis Wayland, Chancellor Amos Dean, Theodore Frelinghuysen, Alexander D. Bache, Samuel S. Randall, Edward Everett, Wm. H. Prescott, Washington Irving, Bayard Taylor and Benson J. Lossing, together with a long array of worthy names of our own State. Extracts of letters from these several gentlemen, may be found appended to this Report, and cannot fail to produce a favorable impression.

Such is an outline of the Township Library system, with

something of a survey of its superiority over the old district plan. It is feasible; it is practicable; it is within our means. What other States have done, and is really worth doing, Wisconsin can do. Look at Indiana with her 370,000 volumes in her Township Libraries, Ohio with her 232,000, and Michigan with her 200,000 volumes! What a magnificent spectacle! And Michigan, too, reports but 173,000 children of school age, while Wisconsin reports 264,000; and, with this number of school children, Wisconsin ought, by the same ratio, to have over 300,000 volumes in her School Libraries; but so far from it, she has in reality, by her puny and degenerate system, only 38,000. No sane man, at all acquainted with the two States, would venture an opinion that Michigan is the superior of Wisconsin in any point of view; the wonderful increase of the latter over the former during the past ten years in wealth and population is sufficient proof on this point. It is then, the fundamental difference in the two systems that has made such a wide variance in the results of their respective school library experience. Unfortunately for Wisconsin, ours has been the *old foggy* system, which Michigan wisely abandoned long ago. We can, if we will, do the same. We are fully able to go up and possess the land, for there are only imaginary giants in the way. With a property valuation of well nigh two hundred millions of dollars, we have the ability. A *quarter of a mill tax* on this valuation, would yield \$50,000.

As a people, we are very ready to spend our money freely for purposes of very doubtful utility. The cost of crime alone foots up a very heavy item. Judging from its cost in Dane county, for officers' fees, jurors' expenses, &c., the aggregate for the whole State cannot be less than \$300,000 annually, and fully two-thirds as much more should be added for lawyers' fees, in criminal cases, which would swell the total amount to half a million of dollars—one *tenth* of which annually, would soon bless every Township in the State with a noble library of the intellectual productions of the mightiest minds that ever existed. Had we more libraries, we should have less crime; the preventive is always cheaper and better than the cure.

I admire the frank and manly advice of Prof. J. B. TURNER, of Illinois, to the farmers of that State, urging them to write more than they do for their agricultural papers. "But when you write," he says, "don't let it be exclusively about corn, pork, wheat and cattle, and pecuniary interests,—all of which are vastly important to you and to the world; still, I say, don't speak of these exclusively, but let us also hear what you are doing to raise up a fine stock of children—of men and women—to live on these beautiful prairies, and rule this Western Continent

when you and I are dead, and the world has forgotten us, and all have wholly forgotten us, save those dear children that now ask a School Library at our hands. When you write, tell us in few words whether you have got this School Library; how you like it; how your children like it; whether their eyes sparkle more brightly, and earthly and immortal hope swells more buoyantly in their youthful hearts than before its purchase. For of these things we would like to hear, and your report and your light will encourage others to 'go and do likewise.'"

No man could begin to estimate the good effect which would result from six or seven hundred noble Township Libraries in Wisconsin, with fresh and interesting additions made every year. "The history of a single country neighborhood," says Prof. READ, "which I intimately know, most remarkably illustrates the power of a single library in awakening and calling forth talent. It is a neighborhood in our own West—in Athens County, Ohio. It lies some twelve miles from the county seat, in the midst of hills, with no important thoroughfare passing through it, and with as few external causes of mental excitement as any neighborhood which can be found anywhere in our country. Its inhabitants are in moderate circumstances, and do not, even at this day, exceed one thousand in number. About the close of the last century, and but some four or five years after the very first blows were struck in felling the forest in that region, a few of the settlers came together to devise a plan for opening roads in the neighborhood. After this business had been completed, one of the company raised the question, 'How shall our young people, in their isolated condition, be led to make the most of themselves by intellectual improvement?'

"The idea of a neighborhood library was started. But money would be needed to buy the books, and money among the early settlers of that day, was almost as much unknown as among the heroes of Homer. But where there is a will there is a way; and it was finally agreed, to hold, under suitable leaders, a series of hunting matches, and to devote the furs and peltries that might be the result, for the purchase of a small library. The plan was faithfully executed; the furs and peltries sent on to Boston, where the Rev. Thaddeus M. Harris, and the Rev. Dr. Manasseh Cutler, made the selection. I have often seen this collection, after it had been much enlarged beyond the original purchase. It consisted of such books as Plutarch's Lives, Franklin's Life, Goldsmith's Animated Nature, Robertson's America, and works of this general type.

"Now, mark the result of this library upon those growing up in the neighborhood, during the half century, and little more, since it was commenced. More men and women of high stand-

ing and wide influence in society, have come forth from that single country neighborhood, than from the whole county besides, and, I think I may say, than from the five surrounding counties. Lawyers, physicians, merchants, teachers of high rank, and clergymen have come from it in remarkable numbers, in proportion to the population. Some of these are of such eminence as to be well known throughout the nation.

"I once made inquiry of Thomas Ewing, the eminent lawyer, formerly Secretary of the Treasury, and afterwards Secretary of the Interior, who was from the neighborhood of which I have been speaking, as to the cause of a spot apparently so unpromising, having produced so many persons of distinction, as well as concerning the exciting cause of his own impulses. "The Library," he replied, "the library has done the whole, both in my own case and in that of others." In the same conversation, he proceeded to relate an anecdote of himself, which, as it illustrates the means which the children of the poorest families will employ to secure the opportunity of reading, I will repeat. "I had gathered," said he, "my usual quantity of hickory bark for my evening's light, and with book in hand, taken my seat in the chimney corner. A gentleman staying that night at my father's, asked to see the book, and by some means, in handing it to him, it fell on the hearth, and was soiled with grease and ashes. There was by the library rules a fine of a *flip* for every soiled spot, and never since have I been in such distress to know how I should meet the demand, which, however, the directors at their next meeting, considering all the circumstances of the case, but especially my poverty, and ardent love of reading, generously remitted, without depriving me of the use of the library."

"Were School Libraries scattered abroad throughout the State, the books would be used in many a family by the light of hickory bark or pine knots, and would be the means of bringing forth from poverty and obscurity many who otherwise would never know their own powers." The boy who was so distressed because he could not play his *flip* fine, by the blessing of a single neighborhood library rose to distinction, and has since had the management of *hundreds of millions* of the people's treasure. Plant School Libraries in every township in Wisconsin, and properly nourish them, and those of us now on the stage of action who may yet be lingering on the shores of Time twenty or thirty years hence, will be able to point to many a leading statesman and man of eminence—Governors, jurists, congressmen, ambassadors, cabinet officers, and perhaps even Presidents, whose humble beginnings may be traced to these very libraries. The rude cabins in the frontier settlements of Chippewa, Mara-

thon, Shawanaw, Door, and Oconto, may shelter many an unpromising youth, who may yet date the dawning of true genius from reading, by the light of hickory bark or pine knots, the volumes in our School Libraries, and whose honored names will yet be placed high in the Temple of Fame. Such ever has been, and ever will be, the power of books—the mighty influence of libraries.

“The dew-drop on the infant plant,
Has warped the giant oak forever.”

Let me sum up the claims of School Libraries by citing the graphic and powerful appeal of that veteran friend of education, HORACE MANN: “He would, of course, dwell upon the facilities which a library would furnish at all times, to the children, for useful mental occupation; he would speak of time, redeemed from idleness and from that wantonness of juvenile mirth, that tends to mischievous habits, and, if unchecked and undiverted, grows up into adult vice; he would advert to the wealth of information it would dispense, and to the nobleness of action it would inspire;—thus, wherever its influences flowed, making its effects, in improved conduct and more elevated character, as visible to the mental vision, as the vigorous growth of meadows, which are watered by an enriching stream, is to the natural eye. He would explain the wonderful results of mere tendencies; how, with but few exceptions, a uniform bias, on one side or the other, during the years of minority, settles destiny for life,—a truth almost wholly overlooked by the mass of men; and he would illustrate,—not painting from fancy, but copying from some original fact,—how wide asunder is the termination of paths, whose divergency is scarcely perceptible. He would enumerate some of the exposures, to which active-minded children are now cruelly subjected, from the want of an attractive employment; how their superabundant energy is tempted to flow out into acts of childish roguery, where, at first, the gamesomeness and fun predominate over the malice, but, at last, the malice gets the ascendancy over them; how they are tempted to occupy their leisure with games of chance,—a habit of which ripens and matures into a love of gambling, of dissipation, of horse-racing, of tavern-haunting, of drinking, of drunkenness, of death; or how, from a constant seeking after excitements, from a want of stable foundation of truth, unsettled habits and a volatility of thought are acquired, which, of course, are followed by inconstancy of purpose and of action, and lead outward and onward to unthriftiness, to penury, and the poor-house, and, at least, to temporal perdition. He would show, that all these evils are neighbors, living on the same road, and not very far apart. On the other hand, he would show, how a habit of intel-

ligent reading, not only enriches the mind with facts, but creates ability, and thus enables it to take up and master many more of the innumerable problems of life, which observation and experience force upon it; that the reading of good books, gives both the love and the power of instructive and elevating conversation, and tends to prudence, and wisdom, and benevolence in action; that it would turn the whole current of social feeling, which flows impetuously in the youthful mind, towards associations, formed for the mutual improvement of the members; towards the reading-room, instead of the ball-room, the lecture-room, instead of the theatre; that it would refine and elevate the social intercourse between the sexes, which has so decisive a bearing upon the *indirect* education of children; or, if it led to privacy and seclusion at all, it would be the retirement of the study, where great plans for human advancement are devised and matured, and not the secrecy of the gaming-table, where abominations are wrought."

"Now no one thing," says Mr. MANN, elsewhere, "will contribute more to intelligent reading in our schools, than a well-selected library; and, through intelligence, the library will also contribute to rhetorical ease, grace and expressiveness. Wake up a child to a consciousness of power and beauty, and you might as easily confine Hercules to a distaff, or bind Apollo to a tread-mill, as to confine his spirit within the mechanical round of a school-room, where such mechanism still exists. Let a child read and understand such stories as the friendship of Damon and Pythias, the integrity of Aristides, the fidelity of Regulus, the purity of Washington, the invincible perseverance of Franklin, and he will think differently and act differently all the days of his remaining life. Let boys or girls of sixteen years of age, read an intelligible and popular treatise on astronomy and geology, and from that day new heavens will bend over their heads, and a new earth will spread out beneath their feet. A mind accustomed to go rejoicing over the splendid regions of the material universe, or to luxuriate in the richer worlds of thought, can never afterwards read like a wooden machine,—a thing of cranks and pipes,—to say nothing of the pleasures and the utility it will realize."

If we wisely provide School Libraries of appropriate books for our children, they will learn to drink in the patriotism and virtues of our fathers, and imbibe the sentiments of the noble representative men of our race of every age and clime. "Can we breath the pure mountain air, and not be refreshed; can we walk abroad amidst the beautiful and the grand of the works of creation, and feel no kindling of devotion?" One of our noblest statesmen has said, that "we cannot recur too often, nor dwell

too long, upon the lives and characters of such men ; for our own will take something of their form and impression from those on which they rest. If we inhale the moral atmosphere in which they moved, we must feel its purifying and invigorating influence. If we raise our thoughts to their elevation, our minds will be expanded and ennobled, in beholding the immeasurable distance beneath and around us."

Freely and ungrudgingly furnish School Libraries for our children, and History will trace in our future literature the chastened, hopeful, enterprising spirit that reigned in the prayerful cabin of the Mayflower, in the primitive settlements of the Catholics of Maryland, the Baptists of Rhode Island, and Quakers of Pennsylvania, and which hovered over the sufferings and agonies of the never-to-be-forgotten heroes of Valley Forge.

MORAL EDUCATION.

It has been well remarked, "That it is a State's duty, and the true object had in view by any system of public education, to make a virtuous population, will hardly be doubted. Indeed, the expenditure of the public money for any system of State Schools, can scarcely be justified on other grounds than those of self-preservation, and the duty to promote the general prosperity of the commonwealth. Ignorance does clog the wheels of enterprise, and fetter the steps of all improvement. * * * It becomes therefore the right, nay, the imperative duty of the State, to encourage the spread of intelligence, and the repression of ignorance. But ignorance is not, by a hundred-fold, so deadly a foe to the quiet and permanence of a society, as is vice ; and hence, the duty of the State to suppress this most destructive of monsters. The penal laws all proceed upon the supposition that it is a solemn duty to punish the overt act of crime and vice.—Is it not then a duty to prevent these ? And this can be done partly by education, if that education embraces suitable subjects, and is imparted in a proper manner. The right of a community to take measures for its own self-preservation, therefore, implies, and carries along with it the duty, to educate its children, and save them from both ignorance and vice—the one of which benumbs and stifles, the other of which corrupts and blights, whatever might be good and noble.

"To make our schools, then," continues the Hon. ROBERT ALLYN, late Commissioner of Public Schools of Rhode Island, "what they are intended to be, the conservators and stimulators of all goodness and enterprise, they must be made redolent of moral influences ; they must be at all times filled with the all-vervading presence of virtuous instructions. It must be the

teacher's duty to study daily in what manner he can best form his scholars to the manners of good, law-abiding citizens, and brave-hearted, energetic defenders of the weak and defenceless. He must remember that no external ornaments of learning—no mere polish of refinement—can atone for the possession of a debased and an unworthy soul. We must insist on this high, unsectarian, moral instruction, in all the school rooms which the State sends its money to support, and its officers to oversee. We must insist that a moral character is the first requisite in a teacher, and that an ability to teach the same morality, is a matter of higher importance than any amount of merely secular knowledge."

It is not necessary to discuss this subject at length, in this connection, important as it confessedly is, as it has been quite fully treated in a separate paper, which will be found appended to this Report.

NORMAL SCHOOLS.

"I have heard," says Hon. HORACE MANN, "that distinguished surgeon, Doct. John C. Warren, of Boston, relate the following anecdote, which happened to him in London :—Being invited to witness a very difficult operation upon the human eye, by a celebrated English oculist, he was so much struck by the skill and science which were exhibited by the operator, that he sought a private interview with him, to inquire by what means he had become so accomplished a master of his art. 'Sir,' said the oculist, 'I spoiled a hat-full of eyes to learn it.' Thus it is with incompetent teachers ; they may spoil schoolrooms-full of children to learn how to teach,—and perhaps may not always learn even then."

It has been sententiously and truly remarked, "The life or death of the school is *the teacher*." "As is the teacher, so is the school," is a great fundamental maxim. "No teacher," says President Wayland, "is fit to have a scholar unless he is able to make his mark upon him." Every sentiment inculcated by the teacher should be such that he could conscientiously say, "Nothing which dying I would wish to blot."

We do not knowingly trust illiterate men to instruct us in spiritual and divine things ; nor quacks to trifle with our lives or health, nor ignorant pretenders to defend our characters or property in courts of justice. We want thoroughly disciplined men for these important professions. Nor is it less important that we should have men as thoroughly fitted to teach our children—to so direct their young immortal intellects, that they may be led to pursue the path of knowledge, virtue and happiness. This thorough course of preparation is only acquired at Normal

or Training Schools. As these are of European origin, let us take a brief view of their fruits, by which alone we can properly judge them :

"On reviewing a period of six weeks," says HORACE MANN, "the greater part of which I spent in visiting schools in the North and Middle of Prussia and Saxony, (except, of course, the time occupied in going from place to place,) entering the schools to hear the first recitation in the morning, and remaining until the last was completed at night, I call to mind three things about which I cannot be mistaken. In some of my opinions and inferences I may have erred, but of the following facts there can be no doubt :

"1st. During all this time, I never saw a teacher, hearing a lesson of any kind, (excepting a reading or spelling lesson,) with a book in his hand.

"2nd. I never saw a teacher sitting while hearing a recitation.

"3rd. Though I saw hundreds of schools, and thousands,—I think I may say, within bounds, tens of thousands of pupils,—I never saw one child undergoing punishment, or arraigned for misconduct. I never saw one child in tears from having been punished or from fear of being punished.

"During the above period, I witnessed exercises in Geography, ancient and modern, in the German language,—from the explanation of the simplest words up to *belles-lettres* disquisitions, with rules for speaking and writing ; in Arithmetic, Algebra, Geometry, Surveying and Trigonometry ; in Book-keeping, in Civil History, ancient and modern ; in Natural Philosophy ; in Botany and Zoology ; in Mineralogy, where there were hundreds of specimens ; in the endless variety of the exercises in thinking, knowledge of nature, of the world, and of society ; in Bible history and Bible knowledge ; and, as I before said, in no one of these cases did I see a teacher with a book in his hand. His book,—his books,—his library, was in his head. Promptly, without pause, without hesitation, from the rich resources of his own mind, he brought forth whatever the occasion demanded.

"I have said that I saw no teacher *sitting* in his school. Aged or young, all stood. Nor did they stand apart and aloof in sullen dignity. They mingled with their pupils, passing rapidly from one side of the class to the other, animating, encouraging, sympathizing, breathing life into less active natures, assuring the timid, distributing encouragement and endearment to all.

"These incitements and endearments of the teachers, this personal ubiquity, as it were, among all the pupils in the class,

prevailed much more as the pupils were younger. Before the older classes the teacher's manner became calm and didactic. The habit of attention being once formed, nothing was left for subsequent years or teachers, but the easy task of maintaining it. Was there ever such a comment as this on the practice of having cheap teachers because the school is young, or incompetent ones because it is backward !

"In Prussia and in Saxony, as well as in Scotland, the power of commanding and retaining the attention of a class is held to be a *sine qua non* in a teacher's qualifications. If he has not talent, skill, vivacity, or resources of anecdote, and wit sufficient to arouse and retain the attention of his pupils during the accustomed period of recitation, he is deemed to have mistaken his calling, and receives a significant hint to change his vocation.

"The third circumstance I mentioned above was, the beautiful relation of harmony and affection which subsisted between teacher and pupils. I cannot say, that the extraordinary circumstance I have mentioned was not the result of chance or accident. Of the probability of that, others must judge. I can only say that, during all the time mentioned, I never saw a blow struck, I never heard a sharp rebuke given, I never saw a child in tears, nor arraigned at the teacher's bar for any alleged misconduct. On the contrary, the relation seemed to be one of duty first, and then affection, on the part of the teacher — of affection first, and then duty, on the part of the scholar. The teacher's manner was better than parental, for it had a parent's tenderness and vigilance, without the foolish doatings or indulgences, to which parental affection is prone. I heard no child ridiculed, sneered at, or scolded, for making a mistake. On the contrary, whenever a mistake was made, or there was a want of promptness in giving a reply, the expression of the teacher was that of grief and disappointment, as though there had been a failure not merely to answer the question of a master, but to comply with the expectations of a friend. No child was disconcerted, disabled, or bereft of his senses, through fear. Nay, generally at the end of the answers, the teacher's practice is to encourage him, with the exclamation, 'good,' 'right,' 'wholly right,' &c., or to check him with his slowly and painfully articulated 'no ;' and this is done with a tone of voice, that marks every degree of *plus* and *minus* in the scale of approbation and regret. When a difficult question has been put to a young child, which tasks all his energies, the teacher approaches him with a mingled look of concern and encouragement ; he stands before him, the light and shade of hope and fear alternately crossing his countenance ; and if the little wrestler with difficulty triumphs, the teacher felicitates him upon his success ; perhaps seizes, and shakes him

by the hand in token of congratulation ; and, when the difficulty has been really formidable, and the effort triumphant, I have seen the teacher catch up the child in his arms, and embrace him, as though he were not able to contain his joy. At another time I have seen a teacher actually clap his hands with delight at a bright reply ; and all this has been done so naturally and so unaffectedly as to excite no other feeling in the residue of the children than a desire, by the same means, to win the same caresses. What person worthy of being called by the name, or of sustaining the sacred relation of a parent, would not give any thing, bear anything, sacrifice anything, to have his children, during eight or ten years of the period of their childhood, surrounded by circumstances, and breathed upon by sweet and humanizing influences like these !

“Still, in almost every German school into which I entered, I enquired whether corporeal punishments were allowed or used, and I was uniformly answered in the affirmative. But it was further said, that, though all teachers had liberty to use it, yet cases of its occurrence were very rare, and these cases were confined almost wholly to young scholars. Until the teacher had time to establish the relation of affection between himself and the new comer into his school, until he had time to create that attachment which children always feel towards any one who, day after day, supplies them with novel and pleasing ideas, it was occasionally necessary to restrain and punish them. But after a short time, a love of the teacher, and a love of knowledge, become a substitute,—how amiable a one ! for punishment. When I asked my common question of Dr. Vogel, of Leipsic, he answered, ‘that it was still used in the schools of which he had the superintendence. But,’ added he, ‘thank God, it is used less and less, and when we teachers become fully competent to our work, it will cease altogether.’

“To the above I may add, that I found all the teachers whom I visited, alive to the subject of improvement. They had libraries of the standard works on Education,—works of which there are such great numbers in the German language. Every new book of any promise, was eagerly sought after ; and I uniformly found the educational periodicals of the day, upon the tables of the teachers.

“The extensive range and high grade of instruction which so many of the German youth are enjoying, and these noble qualifications on the part of the instructors, are the natural and legitimate result of their Seminaries for Teachers. Without the latter, the former never could have been, any more than an effect without its cause.”

The distinguished M. GUIZOT, repeatedly Minister of Public Instruction in France, when introducing the Law of Primary Instruction to the Chamber of French Deputies, in 1833, said : "All the provisions hitherto described, *would be of none effect*, if we took no pains to procure for the public school thus constituted, an able master, and worthy of the high vocation of instructing the people. It cannot be too often repeated, that *it is the master who makes the school*. What a well assorted union of qualities is required to constitute a good master ! A good master ought to be a man who knows much more than he is called upon to teach, that he may teach with intelligence and with taste ; who is to live in an humble sphere, and yet have a noble and elevated spirit ; that he may preserve that dignity of mind and of deportment, without which he will never obtain the respect and confidence of families ; who possesses a rare mixture of gentleness and firmness ; for, inferior though he be, in station, to many individuals in the *Communes*, he ought to be the obsequious servant to none ; a man not ignorant of his rights, but thinking much more of his duties ; showing to all a good example, and serving to all as a counsellor ; not given to change his condition, but satisfied with his situation, because it gives him the power of doing good ; and who has made up his mind to live and to die in the service of Primary Instruction, which to him is the service of God and his fellow creatures. To rear up masters approaching to such a model, is a difficult task, and yet *we must succeed in it, or we have done nothing for elementary instruction*.

VICTOR COUSIN, who like GUIZOT, has served with distinction as Minister of Public Instruction in France, in his Report on the Public Instruction of Prussia, justly observes, that "the best plans of instruction cannot be executed except by the instrumentality of good teachers ; and the State has done nothing for popular education, *if it does not watch that those who devote themselves to teaching be well prepared*." Three years subsequent to his visit to Prussia, M. Cousin made a tour in Holland with a view of investigating the educational system of that country ; and says, as the result of his further inquiries on the subject : "I attach the greatest importance to Normal Primary Schools, and *I consider that all future success in the education of the people depends upon them*. In perfecting her (Holland) system of Primary Schools, Normal Schools were introduced for the better training of masters. All the School Inspectors with whom I met in the course of my journey, assured me that they had brought about an entire change in the condition of the school-master, and that they had given the young teachers a

feeling of dignity in their profession, and had thereby introduced an improved tone and style of manners."

Prof. A. D. BACHE, a great-grandson of the illustrious Franklin, now at the head of the United States Coast Survey, who went several years since to Europe, at the instance of Girard College, to examine educational systems abroad, makes the following impressive remarks in his able Report on Education in Europe:

"When education is to be rapidly advanced, seminaries for teachers offer the means of securing this result. An eminent teacher is selected as Director of the Seminary; and by the aid of competent assistants, and while benefiting the community by the instruction given in the schools attached to the Seminary, trains, yearly, from thirty to forty youths in the enlightened practice of his methods; these, in their turn, become teachers of schools, which they are fit at once to conduct, without the failures and mistakes usual with novices; for though beginners in name, they have acquired in the course of the two or three years spent at the Seminary, an experience equivalent to many years of unguided efforts. This result has been fully realized in the success of the attempts to spread the methods of Pestalozzi and others through Prussia. The plan has been adopted, and is yielding its appropriate fruits in Holland, Switzerland, France and Saxony; while in Austria, where the method of preparing teachers by their attendance on the primary schools is still adhered to, the schools are stationary, and behind those of Northern and Middle Germany.

"These Seminaries produce a strong *esprit de corps* among teachers, which tends powerfully to interest them in their profession, and attach them to it, to elevate it in their eyes, and to stimulate them to improve constantly upon the attainments, with which they may have commenced its exercise. By their aid, a standard of examination in the theory and practice of instruction is furnished, which may be fairly exacted of candidates who have chosen a different way to obtain access to the profession.

"Wherever Normal Schools have been established," says Hon. EGERTON RYERSON, Chief Superintendent of Public Instruction of Upper Canada, "it has been found thus far that the demand for regularly trained teachers has exceeded the supply which the Normal Schools have been able to provide. It is so in the United States; it is so, up to the present time, in France; it is most pressingly and painfully so in England, Ireland and Scotland. I was told by the Head Masters of the great Normal Schools in London, in Dublin, in Glasgow, and in Edinburgh, that such was the demand for the pupils of the Normal Schools as teachers, that, in many instances, they found it

impossible to retain them in the Normal School during the prescribed course—even when it was limited to a year.”

Prof. CALVIN E. STOWE visited Europe in 1839, and on his return, submitted a Report on Elementary Public Instruction in Europe, to the Legislature of Ohio. To the objection, “We have had good teachers without Normal Seminaries, and may have good teachers still,” he makes the following characteristic and graphic reply: “This is the old and stereotyped objection against every attempt at improvement in every age. When the bold experiment was first made of nailing iron upon a horse’s hoof, the objection was probably urged that horse-shoes were entirely unnecessary—‘We have had excellent horses without them, and shall probably continue to have them. The Greeks and Romans never used iron horse-shoes; and did they not have the best of horses, which could travel thousands of miles, and bear on their backs the conquerors of the world?’ So when chimneys and windows were first introduced, the same objection would still hold good. ‘We have had very comfortable houses without these expensive additions. Our fathers never had them, and why should we?’ And at this day, if we were to attempt, in certain parts of the Scottish Highlands, to introduce the practice of wearing pantaloons, we should probably be met with the same objection. We have had very good men without pantaloons, and no doubt we shall continue to have them. In fact, we seldom know the inconveniences of an old thing until we have taken a new and a better one in its stead. It is scarcely a year since the New York and European sailing packets were supposed to be the *ne plus ultra* of a comfortable and speedy passage across the Atlantic; but now in comparison with the newly established steam packets, they are justly regarded as a slow, uncertain and tedious mode of conveyance. The human race is progressive, and it often happens that the greatest conveniences of one generation, are reckoned among the clumsiest waste lumber of the next. Compare the best printing press at which Dr. Franklin ever worked, with those splendid machines which now throw off their thousand sheets an hour; and who will put these down by repeating, that Dr. Franklin was a very good printer, and made very good books, and became quite rich without them?

“I know that we have good teachers already; and I honor the men who have made themselves good teachers, with so little encouragement, and so little opportunity of study. But I also know that such teachers are very few, almost none, in comparison with the public wants; and that a supply never can be expected without the increased facilities which a good Teachers’ Seminary would furnish.”

"The most momentous practical questions," says HORACE MANN, "now before our State and country, are these: In order to preserve our republican institutions, must not our Common Schools be elevated in character and increased in efficiency? and, in order to bring our schools up to the point of excellence demanded by the nature of our institutions, must there not be a special course of study and training to qualify teachers for their office? No other worldly interest presents any question comparable to these in importance.

"In maintaining the affirmative of this question,—namely, that all teachers do require a special course of study and training, to qualify them for their profession,—I will not higgle with my adversary in adjusting preliminaries. He may be the disciple of any school in metaphysics, and he may hold what faith he pleases, respecting the mind's nature and essence. Be he spiritualist or materialist, it here matters not,—nay, though he should deny that there is any such substance as mind or spirit, at all, I will not stop to dispute that point with him,—preferring rather to imitate the example of those old knights of the tournament, who felt such confidence in the justness of their cause, that they gave their adversaries the advantage of sun and wind. For, whatever the mind may be, in its inscrutable nature or essence, or whether there be any such thing as mind or spirit at all, properly so called, this we have seen, and do know, that there come beings into this world, with every incoming generation of children, who, although at first so ignorant, helpless, speechless,—so incapable of all motion, upright or rotary,—that we can hardly persuade ourselves that they have not lost their way, and come, by mistake, into the wrong world; yet, after a few swift years have passed away, we see thousands of these same ignorant and helpless beings, expiating horrible offences in prison cells, or dashing themselves to death against the bars of a maniac's cage;—others of them, we see, holding 'colloquy sublime' in halls where a nation's fate is arbitrated, or solving some of the mightiest problems that belong to this wonderful universe;—and others still, there are, who, by daily and nightly contemplation of the laws of God, have kindled that fire of divine truth within their bosoms, by which they become those mortal luminaries whose light shineth from one part of the heavens unto the other. And this amazing change in these feeble and helpless creatures,—this transfiguration of them for good or for evil—is wrought by laws of organization and of increase, as certain in their operation, and as infallible in their results, as those by which the skillful gardener substitutes flowers, and delicious fruits, and healing herbs, for briars and thorns and poisonous plants. And

as we hold the gardener responsible for the productions of his garden, so is the community responsible for the general character and conduct of its children."

But at this late day, it is believed, no special plea in behalf of Normal Schools is necessary. They have been tested, as well in this country as in Europe, and everywhere have produced the most marked beneficial results. Very many of our States have established, or otherwise encouraged Normal Schools. There is not known to be a leading educator in the country who does not heartily approve them, when properly conducted, as a most important instrumentality in providing good teachers for our schools, and thus elevating the standard of common school education. "Knowledge is power," said Lord Bacon,—"therefore, the more knowledge a people possess, the more powerful will they become, as compared with, and as brought into competition with *other* people. What means, then, should be adopted to secure this desirable improvement in education? Instructors can never teach more than they themselves know. The *way*, therefore, is clear. If the pupils are to be well and thoroughly taught, their teachers must be taught more *highly*—their knowledge must be increased, and their qualifications enlarged, improved and elevated."

It is not alone the additional number of well qualified teachers the Normal Schools furnish, but their *influence* also on others, that should be taken into consideration. I was told, in Massachusetts, that the influence of their Normal School graduates was of the highest value in every district where they taught—elevating a new standard; and the people seeing it, ever after seek teachers of this class to maintain this elevated standard; other teachers, who have not enjoyed the same advantages, seeing the difference, try to profit by it; and thus, these Normal graduates, in the schools, in the neighborhood, in Teachers' Institutes, and among their less-favored instructors, exert a most beneficial influence, very much as do the West Point Military Academy graduates among the militia wherever they go. Hon. ROBERT ALLYN, in his report of 1856, as State School Commissioner of Rhode Island, says: "The effect of the graduates of the Normal Schools is already felt to some extent, for good upon the teachers of the State. They have gone abroad into various schools, and by coming in contact with other teachers, and by making popular the methods of instruction learned in the Normal School, they are gradually but surely causing the standard of attainments in school teachers to rise, as well as the standard amount of duty they shall be required to perform. If such an influence begins to be apparent within two years from its commencement, we may with certainty expect that its benefits will constantly increase

till all parts of our State shall feel it, and be made better thereby."

We have inaugurated a system of Normal Schools in Wisconsin, and provided liberal means to sustain them. There are many in our State,—I think a large majority—who look hopefully upon this measure; while there are others who regard it as little better than an utter waste of the fund devoted by the State to that purpose. The latter class, I believe, regard the system as copied from the experience of the New York Normal Academical departments, which all concede has not proved any too successful, to say the least of it. The Literature Fund of that State is distributed to certain Academies with Normal departments, and little or no care is taken by the Regents of the University, who have the management of the matter, in requiring a faithful adherence to the standard of study and qualification adopted; and, worst of all, no State supervision is exercised over these Normal departments. Ten dollars is granted to these institutions for each scholar in the Normal department; and the main strife seems to be, on the part of the Academies, to *wring in* all the scholars they can, and get the public money. Even the Regents of that State, I learn, are satisfied, that the \$18,000 thus annually appropriated, is almost an utter waste, so far as specially educating teachers is concerned.

Our Board of Normal Regents seem to be earnestly endeavoring to avoid the rock on which the New York Academical Normal system has split. Though Universities, Colleges, and Academies, complying with the requirements of our Normal School law, have established Normal Departments, they are under, and are likely to be under, a very different system of management from those of New York. It is, in the first place, a great saving of expense for the separate erection of suitable buildings, and support of separate faculties; the standard of requirement is sufficiently elevated, it is believed, for the present; and a most thorough system of supervision is contemplated.

The Normal Regents have no power to employ, and remunerate from the fund, an able and efficient State Normal School Agent, to visit the several schools, spend such time with them as the Normal Board should deem proper, see that they comply with the requirements of the law and the Board, encourage the schools in their work, advise with the teachers as to the mode and course of instruction, lecture to the students, perhaps form them for a while into Teachers' Institutes; secure, as nearly as possible, a uniformity in the qualifications of pupils, and modes and extent of instruction, in the several schools, and excite a spirit of emulation and enthusiasm in the noble work.

Without such faithful supervision by a man of large experience, indomitable energy, with a heart overflowing with zeal and enthusiasm in the great cause of education, there is serious reason to fear that the system will fail to produce the results expected from it. The Regents will seek of the Legislature an amendment to the act organizing the Normal Board, conferring on them the power to employ, and remunerate, such an Agent; and have, in anticipation of the favorable action of the Legislature in a matter of such apparent vital necessity, already selected Hon. HENRY BARNARD as such Agent, who has accepted—promising to devote a reasonable portion of his time to this object. From the earnest and conscientious efforts of the Normal Board, and Mr. Barnard's large experience in the practical workings of the Normal Schools both in this country and in Europe, I cannot but cherish the most lively hope, that our Normal School system, with the sympathy and encouragement of the Legislature, and all classes of citizens, will yet prove eminently successful. The time is not far distant, when a Central State Normal School, with superior facilities, and having an intimate relation with those already established, will undoubtedly be demanded.

Regarding, as I do, Mr. Barnard's connection with our State University, and our Normal School system—especially the latter, as the most important event that has ever occurred in our educational history—if not, indeed, the most important, in view of its probable consequences, that has ever transpired in the history of the State, I shall venture to give some notice of his most prominent services—thus endeavoring to show what we may reasonably expect as the result of his earnest labors here, by what he has elsewhere so largely and so thoroughly accomplished.

Mr. Barnard was born in Hartford, Connecticut, Jan. 24th, 1811; first a pupil at the common school, and finally a graduate at Yale College, in 1830, with a high character for scholarship. It is said of him, in a well written memoir, in the *Massachusetts Teacher*, that in the early part of his collegiate course, he was “a successful competitor for the prizes for English and Latin composition; for the last two years, diligently pursuing a systematic course of reading in English literature, with the practice of English composition; during the last half, also acting as librarian, to secure free access to the library, and acquire a knowledge of books; participating with zeal in the exercises of the literary societies, by written and oral discussions; and possessing fine natural endowments, he came out of college, as might have been expected, already a ripe scholar. The five subsequent years were mainly devoted to a thorough professional

training for the practice of the law, the severer study of the legal text-books being relieved by the daily reading of a portion of the ancient and modern classics. This course of study was fortunately interrupted for a few months, to take charge of an Academy, where he improved the opportunity to acquire some knowledge of the theory and practice of teaching. This experience probably had considerable influence in determining some of the most important subsequent events of his life."

He next spent several months in travel, visiting almost every part of the Union, and having been admitted to the bar, sailed for Europe in 1835, where he spent eighteen months, traversing the greater part of England, Scotland, and Switzerland, on foot, devoting his attention mainly to the social condition of the people. Recalled from this tour, by the sickness of his father in 1837, in the very first public address which he had occasion to make after his return, he said, "Every man must at once make himself as good and as useful as he can, and help, at the same time, to make every body about him, and all whom he can reach, better and happier." This has ever been the controlling sentiment which has influenced his motives and conduct. Fidelity to this noble and philanthropic aim, induced him, not long afterwards, to abandon the flattering prospects of professional eminence, and political advancement, after a three years brilliant career in the Connecticut Legislature, as the representative of his native city in that body. While in the Legislature, "he devoted special attention," says an appreciative memoir in the *New American Cyclopaedia*, "to the promotion of humane and scientific objects, urging and securing appropriations for the education of the deaf and dumb, and the blind, for the improvement of the condition of the indigent insane, and the town poor; the re-organization of county prisons, the incorporation of public libraries, and the completion of the geological survey of the State. The most signal service, however, which he rendered to the State, was, in the origination and carrying through an act for the re-organization of its Common School system. The bill, which, under his influence, passed the Legislature, provided for the appointment of a Board of Commissioners of Common Schools, who should investigate the condition of the Schools of the State, and by addresses, lectures, correspondence, and the recommendation of such measures as might promote the cause of education, endeavor to elevate and improve them. Of this Board, Mr. Barnard was a member and the Secretary for four years."

"Possessing," says the *Massachusetts Teacher*, "fine powers of oratory, wielding a ready and able pen, animated by a generous and indomitable spirit, willing to spend and be spent in the

cause of benevolence and humanity, he had every qualification for the task, but experience. Speaking of his fitness for carrying out the measures of educational reform and improvement in Connecticut, and of the results of his efforts, HORACE MANN said, in the *Massachusetts Common School Journal*, 'it is not extravagant to say that, if a better man be required, we must wait, at least, until the next generation, for a better one is not to be found in the present. This agent entered upon his duties with unbounded zeal. He devoted to their discharge his time, talents, and means. The cold torpidity of the State soon felt the sensations of returning vitality. Its half suspended animation began to quicken with a warmer life. Much and most valuable information was diffused. Many parents began to appreciate more adequately what it was to be a parent; teachers were awakened; associations for mutual improvement were formed; systems began to supersede confusion; some salutary laws were enacted; all things gave favorable augury of a prosperous career, and it may be further affirmed that the cause was so administered as to give occasion of offense to none. The whole movement was kept aloof from political strife. All religious men had reason to rejoice that a higher tone of moral and religious feeling was making its way into schools, without giving occasion of jealousy to the one-sided views of any denomination. But all of these auguries were delusive. In an ~~an~~ hour the whole fabric was overthrown.'

In 1842, by a change of political power, the act establishing a Board of Commissioners was repealed, and the old order of things restored. The ensuing fifteen months were spent in a tour of the United States, collecting materials for an educational work; but before writing which, he was called to take charge of the public schools of Rhode Island. "Reluctant," says the *Massachusetts Teacher*, "to accept the invitation, as it would make it necessary to postpone the work in contemplation, Gov. Fenner met his objection with the reply, 'Better make history than write it.' He accepted the task, and soon organized a system of agencies which, in five years, brought about an entire revolution in the condition of the schools in the State. It is not easy to fully appreciate the difficulties and magnitude of the work undertaken in Rhode Island. From the foundation of the colony, the common school had been excluded from the care and patronage of the government, and for more than a century and a half there is not the slightest trace of any legislation whatever for this great interest."

"In the matter of school libraries, and all else relating to common school education," remarked President Wayland to me in conversation, "Mr. Barnard did a great work for Rhode Island."

"Here," says the *New American Cyclopaedia*, "in the short space of five years, he created and thoroughly established a system of popular education, which, under the wise and careful administration of his successors in office, has become a model for general imitation. His labors during this period were excessive, and but for the extraordinary vigor of his constitution, he must have sunk under them. At length his health began to give way under such severe toil, and he was compelled to resign his office. He returned to Hartford, resolved to rest from his labors; but, to a man of his ardent temperament, rest was impossible. His pen and mind were still busy on his favorite subject. School Architecture, a matter on which he had bestowed great labor and thought, the organization of Teachers' Institutes, which he had originated in 1839, the practical awakening of the minds of the people to the necessity of a higher standard of education, all employed his time. Through his influence, wealthy and intelligent men throughout the State became interested in the cause. Graded schools became popular; high schools were established in several of the cities and larger towns; Teachers' Institutes were organized in every county, and, in 1850, the demand for educated and skillful teachers had become so great, that a Normal School was demanded. It was established, and the part of Principal was conferred on Mr. Barnard. To the duties of this office were added those of State Superintendent. The progress made in the cause of education in Connecticut during the succeeding four years was extraordinary, and testified to the energy and ability of the Superintendent. During this period he revisited Europe, for relaxation from his arduous labors, and for the benefit of his health, which was poor, and added largely to his knowledge of facts and details of the European systems of education. Returning from this voyage, "at length," continues the *New American Cyclopaedia*, "in January, 1855, enfeebled health compelled him again to retire from the work of his choice, not as before to see it overthrown, but to commit it to other hands who would carry out his views. In the summer following, he commenced the publication of the *American Journal of Education*. To this and to the preparation of some works on education he is now devoting his time. Mr. Barnard deserves the credit, to an uncommon degree, of possessing great practical talent. In his whole career, his aim has been to secure the greatest amount of practical results in a given time, in the promotion of educational measures. Mr. Barnard is well known and highly honored by the friends of education in Europe. In this country he was elected to the Presidency of the American Association for the Advancement of Education in 1855, and was

offered the Presidency of two State Universities. The degree of LL.D. was conferred on him in 1851, by Yale and Union Colleges, and the year following by Harvard University."

Since 1854, Mr. Barnard has devoted himself exclusively to his pen, and has done, and is still doing, a great work in behalf of general education. He has published altogether no less than twenty-eight documents, reports, and treatises on educational topics, for which our whole country is greatly indebted to this public benefactor. And especially will Wisconsin have cause for gratitude to him, for the detailed report he is now preparing, at the request of our Normal Regents, on a suitable plan for conducting our Normal school system.

"With Henry Barnard," says Hollister, in the second volume of his valuable History of Connecticut, "whose name is so intimately associated with one of the great reforms of the world, life is valuable only that it may be spent in improving the condition of mankind, not only in the present generation, but in all ages. To this noble work he has consecrated talents and acquirements of the highest order. Descending from one of the emigrants who settled the colony, with strong local attachments to Hartford, his native city, and to the old mansion where he was born,—with academical acquirements among the best that Yale College can bestow upon her sons,—with intellectual endowments, and a gift of eloquence, which might have done honor to the Senate,—with a mind trained by the best models of Greek and Latin letters, and enriched by the poetry, the philosophy and science of England's best minds,—a thorough lawyer, with a lucrative and honorable practice opening before him, at the age of twenty-seven years, he abandoned all attractions of political and professional life, and the pleasures of literary and social relations; and went forth, like a crusader of the middle ages, to wage war with the bigotry, the parsimony, and the old habits of thinking, which encrusted the minds of a large proportion of the parents of Connecticut, in relation to that most vital subject, the education of their children. They frowned upon him as an intermeddler; and intimated, if they did not tell him in so many words, that he had better mind his own affairs, and they would take care of theirs. He expostulated with them. They told him that their school-books and school-houses had been good enough for themselves, and that their children were no better than they. He reasoned with them, stated facts to show them that the common school system had degenerated from its old estate, and begged them to remember that the times were changing, and that, especially in such a government as this, every generation ought to improve upon its predecessors. They told him that he demanded of them to open their purses and contribute to him; he

replied, that he only wished them to make an investment for themselves, which should add to their wealth and happiness an hundred-fold. Gradually their views began to relax, and after years of obstinate resistance, they have yielded, and commenced in earnest the reformation so ardently desired and advocated by him.

"We cannot here review his labors. After encountering the honest prejudices of many, and the active opposition of not a few, who seem to have misunderstood his motives and his aims—he has succeeded in collecting and disseminating a vast amount of information, as to the actual condition of the schools; in making provision through a State Normal School, County Teachers' Institutes, a State Teachers' Association, and a monthly educational periodical, for the professional training and improvement of teachers; in establishing a gradation of schools in the large villages and cities; in working not a change, but a revolution in the construction and furniture of school-houses; in restoring the old Connecticut principle of property taxation, for the support, in part, at least, of the common school; in securing the more permanent employment and better compensation of well qualified teachers; in drawing back again to the improved common schools the children of the educated and the wealthy; in subjecting the district schools to some general society regulations as to attendance, studies, books, and vacations; and as the source and pledge of still greater improvements, in interesting the public mind in the discussion of questions touching the organization, administration, instruction, and discipline of common schools."

"Dr. Barnard," said the late eminent educator, Dr. VOGEL, of Leipsic, "by his writing on school architecture, has created a new department in educational literature." "I cannot omit," says Bishop POTTER, in his work on the *School and School Masters*, "this opportunity of recommending the reports which have emanated from this source, as rich in important suggestions, and full of the most sound and practical views in regard to the whole subject of school education." The learned Chancellor KENT, in his Commentaries on American Law, characterizes Mr. Barnard's first report as "a bold and startling document, founded on the most pains-taking and critical inquiry, and containing a minute, accurate, comprehensive and instructive exhibition of the practical condition and operation of the common school system of education;" and in referring to his subsequent reports, the distinguished jurist speaks of him as "the most able, efficient, and best informed officer that could, perhaps, be engaged in the service,"—and of his publications as containing "a digest of the fullest and most valuable importance

that is readily to be obtained on the subject of common schools, both in Europe and the United States. I can only refer to these documents with the highest opinion of their merits and value." "Mr. Barnard," says the *Westminster Review*, of Jan. 1854, "in his work on '*National Education in Europe*,' has collected and arranged more valuable information and statistics than can be found in any one volume in the English language. It groups under one view the varied experience of nearly all civilized countries." "The first number of the *American Journal of Education*," says the same *Review*, of January, 1856, "we received with unmingled pleasure, save in the regret that England has as yet nothing in the same field worthy of comparison with it." "In Connecticut," says the *Chicago Press and Tribune*, "where Mr. Barnard resides, and in all New England, he is regarded as the foremost man in the nation in whatever concerns the management of institutions of learning and the scholastic teaching of the young."

"The career of Henry Barnard," says the *Massachusetts Teacher*, "as a promoter of the cause of education, has no precedent, and is without a parallel. We think of Page as a great practical teacher, or Gallaudet as the founder of a new institution, of Pestalozzi as the originator of a new method of instruction, of Spurzheim as the expounder of the philosophy of education, and of Horace Mann as its most eloquent advocate; but Mr. Barnard stands before the world as the national educator. We know, indeed, that he has held office, and achieved great success in the administration and improvement of systems of public instruction in particular States. But these labors, however important, constitute only a segment, so to speak, in the larger sphere of his efforts. Declining numerous calls to high and lucrative posts of local importance and influence, he has accepted the whole country as the theatre of his operations, without regard to State lines, and by the extent, variety, and comprehensiveness of his efforts, has earned the title of the American Educator. It is in this view, that his course has been patterned after no example, and admits of no comparison. But if in his plan, equally beneficent and original, he had no example to copy, he has furnished one, worthy alike of admiration and imitation."

Such is Henry Barnard. The great educational reforms he has elsewhere achieved, should incline us to look hopefully for improvement in our own State, under the moulding influence of his practical mind, indomitable energy, and extensive experience. We have reason, as a State, to felicitate ourselves on the acquisition of such a man. It ought to form a new era in our State history; and it will, if we are true to ourselves and to him.

We shall best honor ourselves, and bless our State, by listening confidently to, and promptly carrying into effect, whatever suggestions and advice such a man as Henry Barnard, in his ripe experience, and noble devotion to the good of his race, may deem it his duty to offer upon matters pertaining to the great cause of popular education in Wisconsin.

TEACHERS' INSTITUTES.

Highly as the Normal School deserves commendation and encouragement in the great work of preparation of teachers, I would not forget that other agencies are vastly important—chief among which are Teachers' Institutes. It has been nearly twenty years since they were first instituted by Hon. Henry Barnard; and they have now come into general use wherever education is progressive.

"Our Normal School," writes Hon. HENRY S. RANDALL, of New York, formerly Superintendent of Public Instruction of that State, "is but a drop in the bucket—graduating a handful of teachers annually, while probably five thousand new teachers enter the schools yearly. The teachers' departments in the Academies do something; but they take in but a small portion of the whole number, and in very many cases really do nothing towards preparing the teachers for their business besides instructing them in the necessary branches. They do not instruct in the *art of teaching*. The only feasible plan I have seen for any thing like a general fitting in the latter particular, is by our '*Institutes*,' as they are called. I need not explain them to you. They are usually much too short—teaching but two or three weeks. But even in that time they do a wonderful amount of *general* good. They get abroad correct ideas on leading points, and some familiarity with routine. They, at least, *start* teachers on the right track, and in a uniform direction. Could a State Normal School supply enough teachers for the Institutes, and could the latter be extended through the two months immediately preceding the opening of the winter schools—one in each County, and such arrangements made that the mass of the teachers would attend them—it would, in my opinion, be a better system of preparation than any State has yet had; and it certainly would not necessarily be a more expensive one than ours."

In several of the States—Connecticut, Massachusetts, and Maine, among them—the ablest instructors in the several departments in common school instruction are employed by the State to attend a series of Institutes, so arranged that they can pass rapidly from one to another, and thus during two or three

months in the autumn, the teachers of the entire State have the opportunity of being benefited by their experience and instructions. At these Institutes, the teachers undergo thorough drills, reviewing the studies appropriate to their calling; and are taught to think and act with manly independence, simplifying and making attractive the rudiments of knowledge, and shaking off that slavish adherence to the strict letter of the text-books so common with timid and undisciplined minds. "They afford to the young and inexperienced teachers," says Hon. HENRY BARNARD, "an opportunity to review the studies they are to teach, and to witness, and to some extent practise, the best methods of arranging and conducting the classes of a school, as well as obtaining the matured views of the best teachers and educators on all the great topics of education, as brought out in public lectures, discussions and conversation. The attainments of solitary reading will thus be quickened by the action of living mind. The acquisition of one will be tested by the experience and structure of others. New advances in any direction by one teacher, will become known, and made the common property of the profession. Old and defective methods will be held up, exposed and corrected, while valuable hints will be followed out and proved. The tendency to a dogmatical tone and spirit, to one-sided and narrow views, to a monotony of character, which every good teacher fears, and to which most professional teachers are exposed, will be withstood and obviated. The sympathies of a common pursuit, the interchange of ideas, the discussion of topics which concern their common advancement, the necessity of extending their reading and inquiries, and of cultivating the power and habit of written and oral expression, all these things will attach teachers to each other, elevate their own character and attainments, and the social and pecuniary estimate of the profession."

"The general opinion," says Mr. BARNARD, in his Connecticut School Report of 1853, "as to the utility of these Institutes in their two-fold operation on the profession, and the community generally, has been confirmed by another year's experience. They have enabled even experienced teachers to refresh their memories as to the leading principles and facts of the several studies usually pursued in our district schools, by rapid reviews, and, in some instances, it may be safely said, by new and better methods of presenting the same to their pupils. They have brought the young and inexperienced teacher to profit in the work of self-improvement by hints, suggestions, and practical illustrations, from those who have acquired skill and reputation by years of laborious and successful experience. They have stimulated the older and the best teachers of the State, to renew-

ed and more zealous efforts to perform their duties with even greater success. They have helped to awaken and diffuse a great degree of mental activity and professional feeling in the whole body of teachers. Beyond the circle of the profession, for whose special benefit they are held, these Institutes have interested a large number of citizens, parents, and young people, in the subject of education, the principles of school architecture, methods of teaching, the government of children in the family and school, and other leading features of school organization and administration."

Alluding to Teachers' Institutes, the Second Annual Report of the Board of Education of Maine, remarks: "The exercises consist of a review of the elementary branches, of practical expositions and illustrations of the most approved methods of instruction in them, of the best modes of organizing, governing, and disciplining a school, of inculcating the principles of morality, and keeping alive in the hearts of children an interest in the studies in which their minds are engaged; the whole being interspersed with the expression of the views, opinions and experience of the pupils, and practical demonstrative lectures by the teachers."

There must be not less than five thousand persons in our State engaged more or less in the business of teaching in our common schools. The great mass of these teachers cannot be expected to avail themselves of Normal School privileges; the Teachers' Institute is their only hope. Wherever these Institutes are held, the teachers attending them are the guests of the families of the immediate neighborhood and surrounding country; and these families, becoming interested in the exercises, in large numbers attend the evening lectures. Thus not only the teachers are greatly benefited, but a new educational spirit is infused among the people, which cannot but result in lasting good to every such community.

The great essential element of success in these Institutes, is the employment of first-class instructors and lecturers; and this involves considerable expense, too much for those attending the Institutes themselves to bear. The State, I am fully persuaded, should promptly and unhesitatingly lend a liberal helping hand in this matter. Other States have done it, with the most marked beneficial results. "It is believed," says Hon. ROBERT ALLYN, Commissioner of Public Schools of Rhode Island, in his Report of 1856, "that no money which the State expends for the benefit of its schools, accomplishes a better service than that appropriated to defray the expenses of these Institutes." As the Teachers' Institute is emphatically a part—and a very important part, too, of a State system of Normal

instruction, I would respectfully recommend that such power as shall be necessary for the purpose, be granted to the Normal School Board to employ such number of teachers, peculiarly fitted for the work, as they may from time to time think necessary, to attend and carry on Institutes, under the direction of the Board or State Normal School Agent; to be remunerated, as the Board may deem proper, out of the income of the Normal School Fund. These Institutes might, in many instances, be held, as Mr. Barnard has suggested in conversation, in connection with the Normal School departments which are already, or may hereafter be, established.

The State Superintendent, and his Assistant, could, to some extent, lend their personal aid and encouragement. But they alone, however willing to do their part, could not impart the variety of instruction and interest necessary to give the large measure of success and usefulness to such gatherings as would be anxiously hoped and desired. Nor could the State Normal School Agent do all this work. As the Institutes are mostly held in the autumn, it would be almost impossible to so arrange them, but that two or more would frequently be held, and often at widely different points, at the same time. Superintendents and State Agents could not be ubiquitous; besides in the autumn the Superintendent is expected, if faithful to his position and the State, to be preparing his annual report, as the law requires.

As already indicated, the true policy of the State would be, to employ, as other States do, able and competent instructors and lecturers—the very best that can be obtained; one, for instance, pre-eminently fitted to instruct and lecture on Grammar, another on Arithmetic, another on Natural History, another on music in schools, and so on. Such men would draw together an immense attendance on the Institutes, and they would leave *their mark* wherever they should go. Let Henry Barnard, the originator of Teachers' Institutes, take the lead, with such a corps of instructors and lecturers as he would draw around him, and such an impetus would, in connection with the noble work performed by our Normal Schools, be given to our common school system, as has never been seen in the Great West—perhaps never in the history of the civilized world. We have a noble State—a noble army of children—a fine fund set apart for the special purpose of Normal instruction; and let us but rightly and wisely use it so as to accomplish the greatest possible amount of good, and future generations will yet rise up and pronounce our memories blessed.

FEMALES AS TEACHERS.

Females, in consequence of their higher moral instincts, their more refined tastes, together with their more patient and sympathising natures, are fitted in a more eminent degree than the male sex for imparting instruction to the young. Many a female has distinguished herself in the republic of letters; and some, like Caroline Herschel, Mary Somerville, and our own Miss Mitchell, have attained to the highest grade of scholarship, and solved problems of science generally thought to be only within the grasp of the masculine intellect. It has, however, been unfortunate, that but few modes by which to obtain an honorable reputation and independence, have been, by common consent, assigned to females; and even this occupation of teaching, for which they are so pre-eminently fitted by nature, has been but too generally wrested from them. If they were universally employed, as they should be, in having all the primary schools of the State in charge, for children not exceeding the age of ten or twelve years, then there would be a wide field open for the exercise of their peculiar talent, and an honorable inducement held out to them to seek a higher education. The establishment of Normal Schools and Teachers' Institutes will have a tendency to draw out this class of talent, and prepare a noble army of female teachers, which nothing else could half so well accomplish. In New York and Massachusetts, about two-thirds of the pupils in the Normal Schools are females. I confess, I rejoice that it is so, regarding it as a favorable omen for the more juvenile portion of school children; and I shall expect to witness in Wisconsin the same results as in New York and Massachusetts.

"In all the schools," says Mr. BARNARD, in his Rhode Island School Report of 1845, "visited the first winter, or from which returns were received, out of Providence, and the primary departments of a few large central districts, I found but six female teachers; and including the whole State, and excepting the districts referred to, there cannot have been more than twice that number employed. This is one evidence of the want of prudence in applying the school funds of the districts, and of the low appreciation of the peculiar talents, when properly educated as teachers,—their more gentle and refined manners, purer morals, stronger interests and greater tact and contentment in managing and instructing young children, and of their power, when properly developed, of governing even the most wild and stubborn minds by moral influences. Two-thirds at least of all the schools which I visited, would have been better taught by female teachers, who could have been employed at half the com-

pensation actually paid to the male teachers, and thus the length of the winter school prolonged on an average of two months. Convinced, as I am, from many years observation in public schools, that these institutions will never exert the influence they should on the manners and morals of the children educated in them, till a larger number of well-trained and accomplished females are employed permanently as teachers, either as principals or assistants, I have everywhere, and on all occasions, urged their peculiar fitness for the office. I have reason to believe that at least fifty female teachers, in addition to the number employed last year, are now engaged in the public schools of the State. But before the superior efficiency of woman in the holy ministry of education, can be felt in its largest measure, her education must be more amply and universally provided for, and an opportunity afforded for some special training in the duties of a teacher, and a modification of the present practice and arrangement of districts be effected."

"The earlier we can establish," says Mr. BARNARD, in his *American Journal of Education*, for Dec. 1856, "in every populous district, primary schools, under female teachers, whose hearts are made strong by deep religious principle,—who have faith in the power of Christian love steadily exerted to fashion anew the bad manners, and soften the harsh and self-willed perverseness of neglected children,—with the patience to begin every morning, with but little if any perceptible advance beyond where they began the previous morning,—with prompt and kind sympathies, and ready skill in music, drawing, and oral methods, the better it will be for the cause of education, and for every other good cause."

"Where are we," asks Prof. READ, "to find teachers for our schools? Here is the great difficulty. From our male population, we cannot have suitable teachers for our primary schools. There are so many other fields of enterprise in a rapidly growing community, that few young men are willing to embark in the humble, toilsome, and thankless vocation of teaching, and especially to embark in it as a profession, as a life business."

"What is the remedy? I answer, females must be employed as the teachers of all our primary schools, and as the teachers of their own sex in all schools. Is the question here asked, will not this deteriorate our schools? I answer, no. It will raise them. This is uniform experience. It is, too, but the simplest justice to restore to the female sex that business for which God Almighty has peculiarly fitted them. They were designed by the great Creator himself to be the early instructors of the whole human race. What man ever knew how to

teach children as woman? Let any one who doubts on this subject, read the reports of State Superintendents of Education, of school visitors, of all, indeed, having the oversight of public education. The visitors of the Cincinnati schools, in their report of last year to the Council of that city, declare that their experience is conclusive as to the propriety and importance of employing a very large proportion of female teachers in all their schools; that in the power of controlling and softening the feelings of their pupils, in the forming of a correct and delicate taste, and in the still higher power of giving tone to the moral sentiments, the female teacher is indispensable; and that to their corps of female teachers, they attribute a large share of the prosperity and high standing of the Cincinnati schools. In all the States, and every where, precisely as the systems of general education have been improved, has a larger proportion of female teachers been introduced into all the schools."

"Females," says the able Report of the School Committee of Farmingham, Mass., "seem to be better adapted by nature to the work of teaching. There is more truth than hyperbole in a remark recently made to a body of teachers by Dr. Wayland, that 'it is a rare thing to find a man who has a gift for teaching, and it is an equally rare thing to find a woman who cannot teach well.' It is 'a rare thing' to find men who have a peculiar tact for teaching the young. Experience evinces their adaptation to their ordinary and appropriate pursuits. A larger proportion of men are found to distinguish themselves for ability and success in other departments in life than in the profession of teaching. But a small number of male teachers leave their impress clearly marked upon their pupils. They lack the requisite patience and perseverance in little things—the quick discernment of character—the sympathy and sensibility to penetrate the youthful spirit and arouse its dormant faculties. Above all, they are destitute of those delicate arts which are so requisite to win the affections of children, to call forth and direct their earliest aspirations, and to impart the requisite impulse to their minds. Cheerfulness and enthusiasm, courtesy and kindness, and the power of easy, quiet, unconscious influence, are requisites indispensable to the attractiveness, order and efficiency of the school. Females are endowed with a bountiful share of these desirable qualities.

"In our high schools and colleges—where mind, in its maturing state and fuller development, is stimulated by the strongest incentives to study, and subjected to the severest discipline, and led onward into the higher departments of literature and science—it is obviously better to employ permanent male teachers. But in all elementary instruction, the very structure of

her mind fits woman for the task. Nature has marked her out for this great work. Outside of the family, she nowhere seems so truly to occupy her appropriate sphere. All her attainments and powers can here be actively and earnestly employed. The work is adapted to her mental and moral constitution. No occupation harmonizes better with her character, or yields her more genuine pleasure.

"The leading objection to the policy here advocated, is founded on the supposition that delicate and timid women will not succeed so well in the government of a school in which rough and refractory boys are gathered together. This is the most common and plausible objection, and is worthy of respectful consideration. It was formerly supposed that physical strength was a prime characteristic of a good disciplinarian, and that brute force was the chief agency in school government. The objection under consideration has some affinity to this antiquated notion. Horace Mann has well said, 'A man may keep a difficult school by means of authority and physical force; a woman can only do it by dignity of character, and such a superiority in attainment as is too conspicuous to be questioned.' A silent moral power ought to reign in the school-room, rather than ostentatious and coercive measures. Its influence is more happy, effective and permanent. Corporeal punishments may be used as a *dernier resort* in extreme cases. But true wisdom and skill in school government consists in the prevention, rather than in the punishment, of offences—in cultivating the better feelings of our nature—truthfulness, generosity, kindness and self-respect. Such influences women are pre-eminently fitted to wield. Refined and lady-like manners, with a mellow and winning voice, will exert a peculiar sway even upon the rudest and most unmannerly youth. There is a silent power in the very face of a teacher beaming with love for her pupils, and enthusiasm in her noble work."

"It has often been remarked," observes Hon. H. H. BARNY, in his Report as State School Commissioner of Ohio, in 1854, "that females make better teachers for young children than the other sex; for they have more talent for oral or conversational teaching, more quickness of perception in seizing the difficulties which embarrass the mind of a child, and more mildness of manner in removing them. They are more ingenious in introducing little devices calculated to animate and encourage children, and relieve the monotony of school exercises. They attach more importance to the improvement of morals, and pay more attention to cleanliness and good manners, than men. They have a peculiar faculty for awakening the sympathies of children, and inspiring them with a desire to excel.

They possess warmer affections, more delicate taste, greater confidence in human nature, more untiring zeal in behalf of those committed to their charge. When the mind of a child has gone astray, they will lead it back into the right path more gently and more successfully than men. 'How many a tender child is injured by the stern administration of a male teacher; by harsh decisions formed in haste, where there was not time to consider all the circumstances of the case; and by the ill-treatment and rough language of the older scholars. The intellect of children stands in need of the training which woman is best qualified to give. She paints to the imagination, when the male teacher defines the reasons. She gives form, and color, and life to what the male teacher treats as an abstract principle. The male teacher is prone to take too long steps in his instruction, to which the minds of the pupils are not yet adequate, and has not the patience to graduate his elementary instructions by so minute a scale, and to advance by so slow a pace as is required by the conditions of the young mind.'"

"Females," observes Hon. A. G. CURTIN, late Superintendent of Common Schools of Pennsylvania, "possess those delicate arts which win the love of children; their constancy and kindness, give them that easy and unconscious influence, which is indispensable to the attractiveness and efficiency of the school. The occupation is in harmony with the female character; and her ambition cannot be flattered by the hope of greater success in other branches of human pursuit. It yields her more profit than any other art or occupation; her affections are concentrated on her pupils; and her enthusiasm is excited in her noble work. Her winning voice, and smile of love, will correct where punishment would fail; and she succeeds by the cultivation of the better feelings of our nature."

Such evidences of woman's appreciation for the teacher's office, is truly gratifying. Females are almost universally employed in the public schools of the larger cities of the Union, as principals or assistants, with salaries ranging from \$350 to \$700 per annum. In our own State, while nine years ago female teachers received on an average but \$6 92 per month, or \$82 04 per year, their wages have since attained to \$15 16 per month on an average, or \$181 92 per year; and, in at least one instance, to \$29 00 per month, or \$348 00 per year. With a more thorough preparation in our Normal Schools and Teachers' Institutes, we may confidently expect to see females take a yet higher rank in our noble army of educators, and receive an increased corresponding reward. Possessing, as woman does, a more graceful and affectionate disposition, an exhaustless patience, a keen and quick power of perception, and a ready

adaptation to circumstances, she is eminently fitted to mould the impressible minds of youth—and for this noble office, the purity and gracefulness of her character, the generous sympathies of her nature—“last at the cross and first at the grave”—point her out as the chosen of God.

I cannot, in closing the topic of females as teachers, refrain from citing the eloquent tribute to WOMAN by the historian Bancroft: “It may seem to be at variance with our theme, that as republican institutions gain ground, WOMAN appears less on the theatre of events. She, whose presence in this briary world is as a lily among thorns, whose smile is pleasant like the light of morning, and whose eye is the gate of Heaven; she, whom nature so reveres, that the lovely veil of her spirit is the best terrestrial emblem of beauty, must cease to command armies or reign supreme over nations. Yet the progress of liberty, while it has made her less conspicuous, has redeemed her into the possession of the full dignity of her nature, has made her not man’s slave, but his companion, his counsellor, and fellow-martyr; and, for an occasional ascendancy in political affairs, has substituted the uniform enjoyment of domestic equality. The avenue to active public life seems closed against her, but without impairing her power over mind, or her fame. The lyre is as obedient to her touch, the muse as coming to her call, as to that of man; and truth in its purity finds no more honored interpreter.”

STATE BOARD OF EDUCATION.

The Constitution of our State provides, that “the supervision of public instruction shall be vested in a State Superintendent, and such other officers as the Legislature shall direct.” “Public instruction” is, evidently enough, that instruction designed for the public benefit, and over which the public, through its chosen representatives in the Legislature, and other officers constituted for the purpose, have a controlling supervision and direction—hence, unquestionably, the Common Schools, the Normal Schools, and the State University. So far as the State Superintendent is concerned, he has “the supervision,” which the Constitution declares “shall be vested” in him, except in the matter of the Normal Schools, in the management of which he has only a *nominal*, not any *actual* part. These three departments of our State educational system, are under separate and distinct management; and while each department is devoted to its own special sphere, there is no general aim at concert and harmony of action and purpose in the system. It is not merely my own opinion, but that of many distinguished educators with

whom I have conversed—Hon. HENRY BARNARD, among the number—that the Common Schools, Normal Schools, and State University, could best be managed, and all their aims and purposes more fully harmonized, by a single Board—a STATE BOARD OF EDUCATION. Then there could, and would be, no clashing of interests, by the three departments of our educational system; and such a Board would, in all its action, study how best to subserve the general interests of the whole. Such Board should have all powers now conferred on the respective Boards of Normal and University Regents, with further power to select and approve suitable books for School Libraries, whenever so directed by law, and perhaps recommend text books for Common Schools, and advise with the State Superintendent, relative to the educational interests of the State, whenever desirable by the Board or that officer.

Under the Constitution, the State Superintendent would necessarily be made a member of such Board; the Chancellor of the University should be another; and, I should suppose, it would be eminently proper, that the Governor, and one or all of the Commissioners of the School, University and Normal Funds, should also be made *ex officio* members of such Board. And that six members, in addition, should be elected by the Legislature, holding their offices, after the first election, for six years, to be elected by classes, as the Legislature may designate—the Governor to fill all vacancies; and absence, from any cause, on the part of those members elected by the Legislature, from three successive regular meetings of the Board, to vacate their office. Pay should be provided for those members who would necessarily have to make journeys to attend the meetings of the Board; but it would be cheaper for the State to pay one such Board, than two, as is now the case with the Normal and University Regents. No geographical limits should be specified from which the Legislature should select the Board, except those embracing the whole State; for it would behoove the Legislature, in making such selection, to act wisely, and make choice of the *very best men* that could possibly be found in the State, without special regard to their locality.

The State Superintendent, at meetings of the Board, should bring forward matters for consideration relative to his department; the Chancellor of the University, relative to that institution, and the State Normal School Agent, relative to the Normal Schools under State patronage and supervision; and the Chancellor of the University, and State Normal Agent, to prepare the annual reports of those respective departments, for the approval of the Board, and submission to the Legislature.

With such a STATE BOARD OF EDUCATION, neither too large

to be unweildy, nor too small to lose its *prestige*, I should hope for a marked improvement, and harmony of action, in the administration of the several educational interests of the State; and that each of these separate interests, would receive its share and *only* its proper share, of attention and encouragement. The Legislature would then feel, that whatever recommendations and suggestions might be made by the State Board, would have the merit of having been carefully matured, with a view to the general good of the whole educational system of the State, and not run the risk of advancing one interest at the expense, or to the detriment of the others. And never, perhaps, could there be a better time than the present, to inaugurate the new Board—when the Normal School system is just fairly going into operation, and the University is to commence its career under the administration of the newly chosen Chancellor, with a re-arrangement of its schools, or departments. Our educational policy needs to be fairly adjusted, and placed in charge of an able and experienced State Board, who should study how to give uniformity, stability and completeness to the system.

COUNTY OR DISTRICT SUPERINTENDENT.

In Maine, New Hampshire, Vermont, and Pennsylvania, each county has a Superintendent; in New York each Assembly District; and in Indiana Circuit Superintendents have been recommended, each circuit to embrace nine counties, or about ninety-four townships.

Hon. HENRY S. RANDALL, long the County Superintendent of Courtland county, New York, and subsequently Superintendent of Public Instruction of that State, has given us the result of his personal experience while County Superintendent; and his testimony carries with it the highest evidence of the great importance of such a school officer:

Speaking of the legal powers and judicial jurisdiction conferred on the State and County Superintendents, Mr. RANDALL remarks, that of the school system of New York, this was "the most important feature of the whole, at least that one without which all the rest amounted to comparatively nothing. You must clothe your school officers with authority if you wish them to have weight in the community and be looked up to; and then again, there can be no such thing as successful schools where any quarrelsome man in the State can plunge a school district into contention and litigation in the ordinary courts of law. Our laws did not prevent an aggrieved party in very many cases from going to a court of law.

"But it opened another class of courts to him where there were no lawyers, no costs or fees, and no wire drawn technicali-

ties; in short, where a man familiar with schools, and who ought to be familiar with school laws—who ought to be above local excitements and paltry prejudices—acted as a judge, a jury—a court of conciliation—a court of law, a court of equity, and finally, as a firm and sensible *friend of all the parties!* Our County Superintendents answered to a county court, and the few appeals that went up from their decisions, went to the State Superintendent, who in school cases, (commenced before a County Superintendent, or before himself,) answered to a court of appeals.

“In our State the State Superintendent was and is an officer within his jurisdiction, the most absolute known to our laws. No Legislature, perhaps, would ever at once and directly have conferred such powers. It grew gradually out of circumstances, and out of the necessity of the case—*unless* the schools were to be swamped by litigation, and unless the vast machinery necessary to carry on nearly 12,000 schools, and to annually pay from the public treasury over a million of dollars, was to be left to fall into irregularity or inefficiency. And never have our people complained of the high and summary powers of the State Superintendent. In the few questions ever raised on the subject, they have invariably stood by him. Indeed, I hardly now recollect an instance of such a question getting to any extent before the public, unless in the case of my decision, in the case of *Quigley vs. Gifford*, on the subject of compelling Catholic children to read the version of the Bible used by Protestants, and to attend Protestant religious services.

“This is a question on which so much sensitiveness exists in the public mind, that my decision called out a few public murmurs, but the newspapers of the State, almost in a body, without reference to any party or sect, rushed to my defense and sustained me triumphantly. Our State Superintendent always has the flood-tide of public sympathy in his favor—and he must decide *outrageously* not to have the entire community at his side.

“I don’t remember, and have no statistical table to show, before me, how many cases were appealed annually from the county officers to the State Superintendent, while we had County Superintendents. I know however they were very few. I can speak for this county, for the two terms in which I held its Superintendency. There was not a single case appealed during those two terms. Nay, there was scarcely a case carried out in form before me. When I found one was arising, I always asked the parties to wait until I could come on the ground and talk with them all face to face on the subject. In nineteen cases out of twenty they assented to this, and I have not a single case in

recollection where I failed to settle the matter to the comparative, and frequently the entire satisfaction of all. I presume this was very much the same over the entire State. I would not give a farthing for a system where the officers are not armed with proper powers. I do not mean with the mere power of advising, (if that can be called a power,) but with authority to enforce, by removals from office, by withholding the public money, &c. It is the sheet-anchor of any efficient system.

"Our County Superintendency operated admirably. No intelligent man will now deny this. When the law first went into effect, that very able man, John C. Spencer, was State Superintendent. Through his efficient deputy, Mr. Samuel S. Randall, he solicited able and public spirited men throughout the State to become candidates for the local Superintendencies. Many a man did so, and was elected, (by the Supervisors,) who 'would not have looked at' what many at the time would have considered much more important offices. Many of them were or had been teachers, but they were not a band of opinionated, crotchetty pedagogues; they were of general information—of knowledge of the world—of standing. They were not men who could be sunk down into agents and puffers for book publishers! Two dollars a day (and no margin for 'roast beef,') paid their horse hire, and for their time and efforts they found their pay in the good which they daily saw themselves accomplishing! Oh, sir, I look back with delight to a period of my life when I was facing storms, breaking through winter drifts, going without regular meals, to bear what I may term the missionary cross among the hills and valleys of this county.

"How the 'new officer' was dreaded at his first approach by fossil school-masters and jealous town officers! They had some occasion to dread him. I remember well my first visit to the town of——to examine teachers. That was before we had Town Superintendents, and while we had three commissioners and three inspectors in each town. In the town of——these were all my political and personal friends, and therefore came out very cordially to meet me at the examination. They were the leading men of the town; two of them decidedly its magnates. One of the magnates had a daughter, and another a sister, to be examined. Both of the young ladies had taught for several seasons, and were not aware that it was necessary for *them* to think of looking over their studies or 'brightening up' for the examination. Their father's and brother's friend, —the man whom their fathers and brothers had supported for office,—reject them? The idea was preposterous! I prolonged the examination half an hour, revolving bitterly in my mind how I should perform my duty with any degree of grace. Seeing

no way to do this, I finally shut my eyes and took the leap. I rejected the entire class! Had a stunning clap of thunder broke from that clear April sky, there would not have been such a momentary look of surprise. The next instant, mortification and wounded feelings filled the room with sobs. I escaped; but then I had accepted an invitation to take tea and stay over night with magnate number one. Here was a new trial. I marched over, as cool (just about) as a soldier mounting 'the deadly imminent breach,' with Hyder Ali or a Russian garrison on the other side. We got down to the tea table. The Squire evidently had a terrible choking sensation about the throat. Finally he thought he must relieve his mind, and he said—'Randall, what did you reject ——— for?' At that moment ——— entered the room, with eyes redder than another Niobe's. Said I, 'You hear your father's question; can you answer it for me?' 'I suppose, sir, because I was not qualified,' was the reply. 'Exactly,' said I; 'Squire, be good enough to pass me the bread?'

"The next morning ——— and the two other rejected and dejected ones were started off by their parents for the Academy. I told them I thought with two or three weeks of rubbing up, they would 'pass muster.' But no, they had made up their minds that they would be beholden to no man's lenity in future. They went to the Academy. They staid until they became polished scholars, and on two of them I afterwards conferred State certificates, as teachers of the highest grade of attainment and practical skill. Now for the moral of this anecdote. I knew that the law creating County Superintendents was terribly unpopular in the town of——, even before I came down on them 'like a wolf on the fold!'. They thought it a terrible thing in theory to clothe a 'central' officer with such powers, and certainly they had found it no joke in practice! So when a few months afterwards I turned my horses' heads into the quiet little valley of the——, I could not but reflect with what secret if not open aversion I should be received in the schools. However remembering 'faint heart never won' anything worth having, I drove straight to the Squire's and 'put up.' His nephew, a fine young man, was the new Town Superintendent. On I went for two or three days through the schools, calmly and firmly administering praise or censure as I thought circumstances demanded. The teachers quivered and blanched a little at the outset, but all were deeply respectful, and finally a good many of them got on pretty good terms with themselves and me before the examination of their schools closed. The Trustees and people turned out to meet me. They bore the rebukes I administered where I thought it necessary, for the bad condition of the school houses,

libraries, &c., with a capital grace, and many asked me home with them. Finally, I remarked to the Town Superintendent that I met a more cordial reception than I expected, after such an *opening* in the town. 'Oh, sir,' said he, 'that opening revolutionized our town. A petition has been sent here from abroad for signers, to have the Legislature abolish the County Superintendency. Our people have mostly signed a remonstrance against its abolition. They say when disinterested officers are sent in, and justice comes even-handed on big and little, and teachers are made to earn the worth of the money, the law must be a good one, and they are ready to meet the extra expense.' The next time I entered that town I was met by a convocation of schools, arranged in their holiday bravery, banners waving and a band of music alternating its strains with songs and hymns, written for the occasion, pealed forth by the entire body of the children of the town. And foremost in the demonstration, were the rejected teachers of the preceding season!

"Indifference warmed into interest, and interest swelled into enthusiasm in our schools. Such I believe to have been the history of the County Superintendency in a large proportion of the counties of the State—everywhere where competent men filled the office."

Such was the admirable working of the County Superintendency in New York. In an evil hour, the system was abolished, but after a while the great error was made so manifest, that the system was restored by providing for a Superintendent for each Assembly District—which are nearly three times as populous as our Wisconsin Assembly Districts—and the largest measure of success has attended the restoration.

The annual reports of the Superintendent of Public Instruction of Pennsylvania for the years 1856 and 1857, give a synopsis of the working of the system of County Superintendency in that State, after only two years' trial, as shown in the well administered Counties, which exhibit the following most cheering results:

"1. Organized, well attended and efficient Institutes and Associations by teachers for self-improvement.

"2. Largely increased interest by Directors in the duties of their office.

"3. Improvement in school houses and furniture.

"4. Great increase in uniformity of text-books, and improvement in classification.

"5. The enlargement of the number of promising qualified teachers in the profession, and the retirement of by far more, who were found to be incompetent.

"6. Increase in the salaries of teachers, and in their standing and influence as members of society.

"7. Manifest improvement in the schools, with a strong tendency towards grading them, and the introduction of a more liberal course of study.

"8. More frequent visits to the schools by parents, and a greater interest on their part in the means provided by the State, for the intellectual culture of their children.

"9. Numerous public examinations and exhibitions, at the close of the term, well attended by parents, and showing a noble conviction on the part of teachers, that their duty has been so discharged as not to fear the public eye.

"10. Strong emulation not only between neighboring schools and districts, but between neighboring counties, and different and distant sections of the State.

"11. Marked improvement in the *methods* of teaching, and more interest in the literature of the profession.

"12. A pervading consciousness of the necessity of more and better means for the education of teachers, as such, and a determination to secure them at the earliest possible period."

This office of County or District Superintendent, appears to fill a gap in the School system, that will sooner or later be demanded in Wisconsin. At present, the Clerks of our Boards of Supervisors make an annual return of the school statistics of their respective counties, but farther than this, they do nothing—nothing more being required of them. Perhaps this is all that could reasonably be expected of that officer, who has other duties to perform, this matter of making an annual report on school statistics, being merely an isolated and secondary consideration. I can see very clearly, that a powerful stimulus would be given to the cause of popular education, if there were a County or District Superintendent, to devote his whole time to the educational interests of his special district, exercising a thorough supervision of the schools, examining, with others associated with him, candidates for teachers' certificates, furnishing to the State Superintendent statistics and detailed statements of the condition and progress of the common school interests of his district, arranging for, and assisting in, Teachers' Institutes, adjusting controversies, lecturing on educational subjects, and using every possible means to inspire in the schools, school officers, and people of his district, a generous enthusiasm in the noble work and objects of education.

There are four of the matters here indicated as appropriate duties for such a County or District Superintendent, of such paramount importance, that I must not dismiss them without further reference.

1. *Supervision*.—The school officers, under our present system, whose duty it is made to visit and inspect schools, do very

little in this exceedingly important matter. A proper visitation of schools, by intelligent and able visitors, is productive of unspeakable good, to both teachers and pupils. In Europe, from despotic Russia, down to the smallest canton of republican Switzerland, there are able officers, who exercise an active and provident supervision over the public schools. It is so in Massachusetts, Connecticut, Upper Canada, and elsewhere. This school visitation and inspection, if done by thoroughly competent men, gives an opportunity of discovering errors of practice, and suggesting remedies, as to the organization, classification, and methods of teaching—securing uniformity in the use of the best text books, school management, and modes of instruction—examining the pupils, animating and encouraging the teachers in their arduous work, and stirring up the parents and school officers to a deeper interest in the noble work of education. Too much importance cannot be attached to such school inspection. "Holland," says Hon. E. RYERSON, Chief Superintendent of Public Instruction of Upper Canada, "is probably superior to every other country in the world, in its system of inspection. With some of these Inspectors it was my good fortune to meet in Holland; they accompanied me to various schools under their charge; their entrance into the schools was welcomed by the glowing countenances of both teachers and pupils, who seemed to regard and receive them as friends, from whom they expected both instruction and encouragement; nor were their expectations disappointed, so far as I had an opportunity of judging; the examinations and remarks in each instance, showed the Inspector to be intimately acquainted with every department of the instruction given, and imparted animation and delight to the whole school." The importance attached to this class of officers, may be inferred from the admonition of the venerable Vanden Ende, late Chief Commissioner of Primary Instruction in Holland, to M. Cousin, in 1836, "*Be careful in the choice of your Inspectors; they are men who ought to be sought for with lantern in hand.*" No such supervision is possible on the part of the State Superintendent; for if he were to devote his entire time to visiting the schools of the State, to the utter neglect of every other duty, and should visit two schools a day, it would require *between six and seven years* to get once around—more than three times the length of his term of office.

2. *Teachers' Certificates.*—It is not necessary to dwell upon the inefficiency and want of uniformity in the present mode of each Town Superintendent examining teachers and granting certificates. Many of these Town Superintendents are not themselves qualified to properly examine a candidate for a teacher's

certificate; and where one is capable and faithful, and the candidate is rejected as wanting in the necessary qualifications, it is but too frequently the case, that the rejected candidate will pass on to the next Town Superintendent, and readily succeed in passing an examination, or securing a certificate without being subjected to any ordeal whatever. This practice of certificating unworthy teachers is ruinous to the best interests and hopes of education, and calls loudly for redress. Could a County or District Superintendent, chosen with special reference to his peculiar fitness for the office—perhaps a man of long and eminent experience as a teacher—with perhaps two practical teachers, selected by the Teachers' Association of the district, form an Examining Board, to visit—if a County Board—each town in the County, at least twice in each year, to examine and grant certificates to properly qualified teachers, I have no doubt that this, or some similar plan, would have an admirable effect upon the whole school system of the State; and doubly so, if a graded system of certificates could be established. "Our graded Provisional certificates," states Hon. H. C. HICKOK, Superintendent of Public Instruction of Pennsylvania, "which are good for only one term or one year, indicate the exact qualifications of inferior applicants, and stimulate self-improvement and progress. The Professional or Permanent certificate, sometimes called a County certificate, is of a much higher character, and is granted only after a *thorough* examination in the branches named, and actual observation in the school, of the holder's skill and success in the 'Art of Teaching.' Both of these certificates are granted by the County Superintendent, and limited to the County in which issued. It is not proposed to issue any other certificates, except the two classes of State certificates provided for in our Normal School act, viz: 1st, a State certificate of *scholarship*, to be granted to the graduates of the Normal Schools, or to common school teachers of equal qualifications, after a public examination by not less than three, nor more than five principals of Normal Schools; 2nd, a full State certificate of competence in the *practice of teaching*, by the same authorities, to the holders of the certificate of scholarship, after the expiration of two years, and two full terms of successful teaching in the common schools; so carefully is it intended to protect and elevate the *professional* character of the vocation. In no case will a certificate, either State or County, be granted to a teacher as a matter of compliment; no applicant, whatever his pretensions, can receive these passports to the profession from favoritism in any quarter; but only as evidence of intrinsic merit, after the thorough and unrelenting scrutiny, which I have indicated."

3. *Furnishing Statistics and Information.*—A County or District Superintendent could furnish all statistics and school information needed from his district by the State Superintendent; and thus these necessary statistics would not be, as they now very frequently are, so erroneous as to make it necessary to return them repeatedly for correction, and sometimes utterly fail of securing the corrections desired. Such County or District Superintendent could collect and embody in his annual report a full statement of facts relative to the condition, progress and wants of his district—a sad want for which no means of supplying is now provided. The State Superintendent constantly feels the need of some such officer, familiar with a special locality—a county, for instance—to whom to apply for much needed information. The reports of the County Superintendents of Pennsylvania, appended to the State Superintendent's Annual Report, are full of interest, information, and suggestions, alike to the State Superintendent, the Legislature, and readers in general.

4. *Adjusting Controversies.*—Whoever knows any thing of the difficulties under which the State Superintendent now frequently labors in appeal cases—perhaps some important fact improperly or obscurely stated, which if fully known, might produce a very different decision—whoever knows any thing of such difficulties, knows very well how much more understandingly such cases could be examined and decided on the spot, with all the facts brought fully to view—perhaps relating to a school-house site, the propriety of which could only be determined by a personal inspection. This would be a very important part of the labors of a County or District Superintendent, and from his impartial decision, few appeals would ever be made to the State Superintendent.

All things considered, I should think a County Superintendent, at least for many years to come, would prove more suitable to our condition than one for an Assembly District or Judicial Circuit. The most of the Assembly Districts would be unable to maintain such an officer in service for any useful period; and a Judicial Circuit would be too large for a Superintendent to properly visit and inspect the schools, examine candidates for teachers' certificates, thoroughly learn the condition of the schools, adjust wranglings and difficulties, and infuse a spirit of emulation and enthusiasm among the people on the subject of popular education. Let the County Superintendent be elected by the people at the Spring election, so as to keep the office as distinct as possible from party politics; or let him be appointed by the County Board of Supervisors, or by the State Board of Education upon proper recommendations of fitness and qualification; to serve for three years,

subject to removal, for just cause, by the State Superintendent or State Board of Education; and the State to appropriate out of the School Fund income, or General Fund, as the Legislature may direct, one hundred dollars annually to each County Superintendent, on condition that the county should pay at least as much more, and such County Superintendent should devote at least three months exclusively to the duties of his office; and the State to appropriate an additional one hundred dollars annually to each County Superintendent who should devote at least six months during the year exclusively to the duties of his office, and the county pay him at least as much more; and for the purposes here specified, such sparsely settled counties as Douglas and La Pointe, could be coupled together, at least until the next Legislative apportionment, and one Superintendent made to serve for the united counties. As remuneration for the two members of the Examining Board, to be associated with the County Superintendent, for the purpose of examining and granting certificates to teachers, a reasonable fee could be charged for each such examination—not for granting certificates, for that might possibly prove a temptation to grant them to unworthy aspirants; or the county could allow them a reasonable compensation.

TOWNSHIP GOVERNMENT.

There is a revolution going on in our country regarding the division of Townships into geographical districts. The district system has been so long in general use, that the people are slow to discover its inequalities and inconveniences, and hesitate to make a change, even when convinced of a better arrangement. That the Township system of school government has many and decided advantages over the old district plan, let facts and experience testify:

“As a general fact,” says HORACE MANN, in his *Tenth Annual Report* as Secretary of the Massachusetts Board of Education, “the schools of undistricted towns are greatly superior to those in districted towns;—and for obvious reasons. The first class of towns,—the undistricted,—provide all the school-houses, and, through the agency of the school committee, employ all the teachers. If one good school house is provided for any section of the town, all the other sections, having contributed their respective portions of the expense to erect the good house, will demand one equally good for themselves; and the equity of such a demand is so obvious, that it cannot be resisted. If, on the other hand, each section were a separate district, and bound for the whole expense of a new house, if it should erect one, it would be tempted to continue an old house, long after it had ceased to be comfortable; and, indeed, as expe-

ience has too often and sadly proved, long after it has ceased to be tenatable. So, too, in undistricted towns, we never see the painful, anti-republican contrast of one school, in one section, kept all the year round, by a teacher who receives a hundred dollars a month, while, in another section of the same town, the school is kept on the minimum principle, both as to time and price, and, of course, yielding only a minimum amount of benefit,—to say nothing of probable and irremediable evils, that it may inflict. In regard to supervision, also, if the School Committee are responsible for the condition of all the schools, they are constrained to visit all alike, to care for all alike, and, as far as possible, to aim, in all, at the production of equal results; because any partiality or favoritism will be rebuked at the ballot-box. In undistricted towns, therefore, three grand conditions of a prosperous school,—viz., a good house, a good teacher, and vigilant superintendence,—are secured by motives which do not operate, or operate to a very limited extent, in districted towns. Under the non-districting system, it is obvious that each section of a town will demand, at least, an equal degree of accommodation in the house, of talent in the teacher, and of attention in the Committee; and, should any selfish feelings be indulged, it is some consolation to reflect that they, too, will be harnessed to the car of improvement.

"I consider the law of 1789, authorizing towns to divide themselves into districts, the most unfortunate law, on the subject of Common Schools, ever enacted in the State. During the last few years, several towns have abolished their districts, and assumed the administration of their schools in the corporate capacity; and I learn, from the report of the School Committees, and from other sources, that many other towns are contemplating the same reform."

Speaking of Mr. Mann's opinion of the unfortunate law of 1789, authorizing the division of towns into districts, Rev. Dr. SEARS, Mr. Mann's successor as Secretary of the Massachusetts Board of Education, observes, in his Report of 1850, "The justness of the above observation is illustrated every day by the evils which are forcing themselves upon the public attention from every quarter."

Hon. H. H. BARNEY, in his Report of 1855, as Commissioner of Common Schools of Ohio, gives the following synopsis of the able argument of Dr. Sears, in favor of the township system, and the evils incident to the old district plan: After explaining, at great length, the nature of these evils, he sums up the whole matter, by saying that the schools ordinarily maintained in the districts into which they are divided, are no longer capable of giving the education required by the character of the times; that they preclude the introduction of a system of proper

gradation in the schools; that the classification of the pupils is necessarily imperfect, and the number of classes altogether too great for thorough instruction by a single teacher; the fact that the district schools without any of the advantages of gradation, once answered their purpose very well, does not prove that we need nothing better now; that the old system is much more expensive in proportion to what it accomplishes than the other; that by means of it, hundreds of schools are kept in operation, which would otherwise be abandoned, as they ought to be; that in 1849 there were in Massachusetts 25 schools, whose highest average attendance was only *five* pupils; 205, whose highest average attendance was only *ten*; 546, in which it was only *fifteen*; 1,009, where it was only *twenty*; and 1,456, where it was only *twenty-five*; that most of these schools were of so low an order as not to deserve the name, and that the impression which they made upon the agents of the Board of Education while visiting them, was that the money of the districts, and the time of the teachers and pupils, were little better than wasted; that while some schools thus gradually dwindled into comparative insignificance and worthlessness, others became too large for suitable instruction by one teacher; that another evil almost invariably resulting from the division of the townships into independent school districts, was the unjust distinction which it occasioned in the character of the schools, and in the distribution of the school money; that when there was no responsible township School Committee authorized to act in the name of the township, there could not be that equality in the schools which the law contemplated; that the inhabitants of one district, being more intelligent and public-spirited than those of another, would have better school houses, more competent, zealous and devoted School Directors, and consequently better teachers and better schools; that the smaller and more retired districts, which stood in greatest need of good common schools, because entirely dependent on them, were more likely to languish for want of public spirit and good management than to be prosperous; that inasmuch as the theory of popular education is founded upon the principle that the public security requires the education of all the citizens, and that it is both just and expedient to tax the property of the people for the education of all the children of the people, and inasmuch as the school tax is levied equally upon all parts of the township, and as the object contemplated, which alone justifies such taxation, is the education of the whole mass of the population, without distinction, nothing short of an equal provision for all, should satisfy the public conscience.

With such facts and arguments presented and enforced, through a series of years, by two of the most accomplished and experi-

enced friends of popular education in this country,—Horace Mann and Dr. Sears—gentlemen who have carefully observed, thoroughly studied, and minutely noted the practical workings of the various school systems of this country and of Europe, the people became aroused at last to the importance of the change which had been so ably advocated, and the utility of which had been so completely demonstrated.

In a recent report of the Secretary of the Board of Education of Massachusetts, the following important statement is found, viz :

“A very considerable number of the townships have dropped the former mode of dividing the schools according to districts, and have placed the whole matter of their organization and distribution in the hands of the School Committee of the township. This change has already been made in about sixty townships of the Commonwealth, and the subject is now, more than ever before, engaging the attention of other townships, so that the year to come is likely to show greater results than any preceding year. The perceptible improvement of the schools in those places which have made the change, is an argument before which nothing can stand, and which is now acting upon the minds of the people at large, with silent but resistless power.

“The clear intelligence, steadiness and sobriety with which the people are beginning to pursue their object, as contrasted with the adventurous and uncertain efforts in the same direction in former years, is one of the many pleasing indications that the days of turmoil and confusion in settling great questions of school policy, are passing away, and a wise regard for the interests of posterity is becoming more and more controlling in the management of this branch of our public interests. It is hardly too much to say that, under the guidance of such lofty sentiments, all the townships of the State will, within a short period, be found adopting that policy in the management of their public schools, which experience shows to be the best.

“The gradual abandonment of the district system as here stated, results in no small degree from its connection with another measure, which has been regarded by the people with great favor, namely, the gradation of the schools. The districts are known to stand directly in the way of this improvement, and are receiving judgment accordingly. It was not until somewhat recently that a subject so important, so fundamental as that of establishing schools of different grades, for pupils of different ages and attainments, received much consideration from those who alone possessed the power to make the change. Distinguished men had written on the subject, and those who had studied the philosophy of education, were generally agreed in respect to it. But it was known chiefly as a theory passing,

in only a few instances, except in the cities, from the closet to the school room. By degrees, the results of these few experiments became known. Measures were taken to communicate them to the people, the majority of whom were still without any definite information on the subject. From this time, a course of action commenced in the townships which were favorably situated for trying the experiment, and has been followed up with increasing vigor ever since.

"But what particularly distinguishes the present state of education amongst us from that of former times, is the existence of so many free High Schools. Until quite recently such schools were found only in a few large towns. The idea of a free education did not generally extend beyond that given in the ordinary district schools. All higher education was supposed to be a privilege which each individual should purchase at his own expense. But at length the great idea of providing by law for the education of the people in a higher grade of public schools prevailed. The results have been most happy. High Schools have sprung up rapidly in all parts of the Commonwealth; and within the last six years, the number has increased from scarcely more than a dozen to about eighty.

"The effect of this change in the school system, of this higher order of schools, in developing the intellect of the Commonwealth, in opening channels of free communication between all the more flourishing towns of the State, and the colleges or schools of science, is just beginning to be observed. They discover the treasures of native intellect that lie hidden among the people; making men of superior minds conscious of their powers; bringing those who are by nature destined to public service, to institutions suited to foster their talents; giving a new impulse to the colleges, not only by swelling the number of their students, but by raising the standard of excellence in them, and finally, giving to the public, with all the advantages of education, men who otherwise might have remained in obscurity, or have acted their part struggling with embarrassments and difficulties."

Hon. GEO. S. BOUTWELL, the present Secretary of the Board of Education of Massachusetts, remarks in the *Twentieth Annual Report*: "In many districts, the number of pupils is too small to constitute a good school. This evil was fully discussed by Dr. Sears, in the *Sixteenth Annual Report* of the Secretary of the Board of Education. The evil, however, continues, without much alteration for the better; nor is there great hope of improvement while the present system remains. A district, however small it may be, is anxious to preserve its existence, and especially unwilling to be united with, or merged in a larger

one. As the district provides its own house, the town is comparatively without interest in the matter, and therefore is slow to exercise its power. Hence the district for generations is allowed to continue a small school, comparatively valueless under the most favorable circumstances, in charge, probably, of a cheap, and necessarily incompetent teacher, in a house entirely unfit for the custody, to say nothing of the education of children. Now transfer the support of the school-houses to the town, and at once a general interest takes the place of local custom or prejudice, and small schools are abolished as far as is consistent with the public convenience, and the erection of one suitable house is likely to be followed by a successful, because just, demand for equal accommodations for all."

A similar change from the old system to the new, is slowly progressing in Connecticut. Referring to an enactment authorizing and facilitating this change, the Superintendent, in a recent report, remarks: "Among the objects proposed to be accomplished by this act are, to simplify the machinery of the system, by committing to the hands of one board of school officers what is now divided between three; to equalize the advantages of the schools, by abolishing the present district lines, and placing all the schools under one Committee, thereby also facilitating the gradation of schools and the proper classification of scholars, and the establishment of schools of a higher grade in towns containing a sparse population, and substituting a simpler and more efficient organization."

Hon. CALLEB MILLS, when Superintendent of Public Instruction of Indiana, declared in his Report of 1855, that the township feature of the school law of that State was "one of the crowning excellences of the system." Hon. HENRY C. HICKOK, the Superintendent of Public Instruction of Pennsylvania, remarked to me in conversation, "The crowning glory of the Pennsylvania school system, in addition to its County Superintendency, is its new township plan of government, and the consequent avoidance of the ensmalling of districts."

As Indiana has faithfully tried both systems, and is a sister State of the great North-West, I shall freely cite the results of its Township experience, as contrasted with the old district plan:

"Under the old district system," says Hon. W. C. LARABEN, in his report as Superintendent of Public Instruction in that State, in 1852, "heretofore in use in this State, and until lately in all the Eastern States, serious inconveniences, and sometimes insurmountable difficulties could but exist. I myself came near being wholly cheated out of an education by this most injudicious and iniquitous system. The township was

mapped off into districts by geographical lines. The district boundaries could not be passed. A family must send only to the school to which they might be geographically assigned, though a swamp or a river be in the way, though unluckily they might live on the very frontiers of the district, and there might be in another district a school-house provokingly near them.

"Under our present system these districts are utterly abolished. Each civil township forms a corporation for school purposes. The township Trustees are authorized and required 'to establish, and conveniently locate in the township a sufficient number of schools for the education of all the children therein.' Each family may send to any school in the township most convenient or agreeable. Whenever any person can be more conveniently accommodated at the school of some adjoining township, or even in an adjoining county, than in his own township or county, he is at liberty to make his own selection, and attend where he pleases.

"This repudiation of arbitrary district lines, and this liberty to the family of choosing a school according to its own convenience and pleasure, is one of the most admirable features of our system. It gives, wherever it has been put in practice, unbounded satisfaction. It only needs, in order to become universally popular, to be understood in its practical advantages. One of the committee who reported the law last winter, a gentleman, whose services and experience in the cause of education render his opinions of great weight, thus writes to me of the operation of this principle in his own county: 'The people express much satisfaction at the provision of the new law, which enables them to make their own selection of schools, unrestrained by geographical lines. A few days ago, I met a farmer, whose name had by accident been omitted in our enumeration. I requested him to give me the number of his children, which he said he would do, as it might be of some advantage to us, although it was of no use to him. I asked him, why? He said the school in his own district was so remote, and the road so difficult, that he had altogether given up sending his children. I told him that districts no longer existed, that he could send his children, without charge, to any public school he might select. On this his countenance directly brightened up. 'Well,' said he, 'there is sense in that. I shall send my children to-morrow.' Another venerable man, nearly seventy years old, as he was paying his tax yesterday to the Treasurer, said, 'I have been paying a heavy school tax for several years, and have derived no benefit therefrom.' I asked him, why? He answered, 'I reside in a remote part of the school district. It is utterly impracticable for me to send to our school-house.

There is a school-house in an adjoining township close at hand, but I have no right to its privileges.' I told him that senseless obstacle had been removed under our new system. He could now send to school, if more convenient, in an adjoining township, or even in an adjoining county. 'Well,' said he, 'I shall hereafter derive some benefit from the school system.' Wherever this principle is understood by the people, it is popular.'

"In such a territory as ours, in many parts nearly roadless, and intersected by bridgeless streams, and in some of the northern counties, obstructed in communication by impassible swamps, such a system is the only one promising any success. It is indeed strange, that the people have so long submitted to the district system, so replete with inequalities, injustice, and inconveniences, and so deficient in redeeming qualities. So true it is, that we often remain, for a long time, unaware of the serious inconvenience and injury we suffer from imperfections and abuses to which we are accustomed. But when the remedy is discovered, and the corrective applied, we wonder how we could so long overlook so simple a remedy for so serious evils."

"Indiana," says Mr. LARRABEE, in his report of 1853, "was the first State to abolish the old district system. But not the last. Ohio has followed in her footsteps. Massachusetts is preparing to follow, and in a few years the township system will be the rule, and the district system only the exception, in more than half the States of the Union. It is conceded on all hands, that this system will, in the end, when fully developed, work out the most favorable results. It is the only system by which we can make any tolerable approach to equality in educational advantages for all parts of the State."

"Unequal burdens and unequal privileges," says Hon. CALLEB MILLS, of Indiana, in his report as Superintendent of Public Instruction in January, 1857, "in the same township, cease to vex and annoy. These sources of complaint and dissatisfaction will be dried up, and these inseparable concomitants of the district feature will be numbered among the things that were and are not. The superiority of the present over the former system, in the equity of its requisitions, is very striking and manifest. Under the former system, districts in the same township, having an equal number of children, and consequently needing school-houses of similar size and accommodations, would be very unequally taxed to erect these structures. The property in one district would not be assessed for this purpose more than fifteen cents on the hundred dollars, while the wealth in the other must respond to the demand of not less than three times that amount. Is that right, equitable, and in accordance with the principle that demands equality of assessment for gen-

eral interests and common benefits, in the same corporation? Should such a *gross inequality of burdens* be tolerated any longer? Should neighbors, living in daily intercourse with each other, be subject to such unrighteous levies? The present system protects us against all such inequitable assessments, and provides that each district shall have, at the common expense of the township, a comfortable, commodious and tasteful house, whose associations shall be pleasant and instructive. Such is the contrast, in reference to equality of burdens, presented by the past and present educational codes of Indiana.

"An *inequality of privilege*, equally gross and manifest, existed under the old district system, which disappears by the operation of the township principle. Districts of equal geographical area in the same corporation will often be exceedingly diverse in comparative population at different periods of their history. One may have twenty-five, another fifty, a third seventy-five, and a fourth one hundred pupils. On the district system, the educational funds were necessarily distributed on the *per capita* basis. These funds, converted into tuition, would be represented by one, two, three, or four month's instruction. Should friends, perhaps even brothers, living in the adjacent angles of the aforesaid districts, be subject to such an inequitable participation of a common patrimony? Should the children of these families be so unequally cared for by her, who claims the name and assumes to be their educational foster-mother? Such palpable injustice was the inevitable result, the legitimate sequence of the district system. Weak districts seemed only the weaker by contrast with the adjacent strong ones. What could be more annoying to those thus situated in the same township, citizens of that miniature republic, where we first begin to govern ourselves politically, where are first awakened those official aspirations which extend, perhaps, through a series of coveted elevations till they culminate in the Presidency. It has existed, still exists, is deplored and lamented elsewhere. Our own experience attests the reality of the evil. Various prescriptions have been suggested for the disease, termed weak districts, by distinguished physicians, but the honor of discovering an effectual remedy for this wasting malady belongs to the Indiana faculty, who have nobly made it patent to the world. It is found in the 27th section of our revised School Law, and reads thus: 'The schools in each township shall be taught an equal length of time, without regard to the diversity in the number of pupils in the several schools.' It just meets the exigencies of the case, and will prove an effectual and permanent correction of the aforesaid evil. It is pre-eminently wise, just and honorable, for it secures an equitable participation of the

educational provisions furnished by the State, as completely as human wisdom and sagacity could devise. It involves no injustice in the operation, for the commonwealth, pledged by her fundamental law to educate all her youth, as a wise and judicious parent, provides for the training of the twenty-five of one district, and the seventy-five of another, during an equal period of time. If she can give them only six months tuition annually, none, enjoying that amount of instruction, are wronged, because others, numerically less, receive a similar favor. It is not *money* that the State proposes to give her youths. It is something better, more enduring, and pertaining to both worlds, mental and moral culture. This she designs to distribute equally, and, by the aforesaid provision, effects as nearly as human ingenuity will admit."

Hon. H. H. BARNEY, in his Report as Commissioner of the Common Schools of Ohio, in 1855, remarks of the School Law of that State of 1853, that it "constitutes each and every organized township in the State but one school district for all purposes connected with the general interests of education in the township, and confides its management and control to a Board of Education. The law also contains provisions for introducing a system of Graded Schools into every city, town, incorporated village and township in the State. In accordance with the same principles, and for the purpose of accomplishing the same beneficial object, the Legislature of Indiana, in 1852, enacted a School Law abolishing all the school districts, and declaring each civil township in the several counties a township for school purposes, and the Trustees for such township, Trustees for school purposes; and the Clerk and Treasurer, Clerk and Treasurer for school purposes; and that 'the Board of Trustees shall take charge of the educational affairs of the township, employ teachers, establish and conveniently locate a sufficient number of schools for the education of the children therein,' and that 'they may also establish Graded Schools, or such modifications of them as may be practicable.'

"Whatever diversity of opinion may exist among educationists, as to the best manner of constituting Township Boards of Education, there can be but one opinion as to the propriety of having a township school organization. Facts, experiments, the observations and opinions of those competent to judge, have fully settled this matter. It is not, however, so clearly determined whether the School Committees or Boards of Education of townships should consist of three or six persons; one-third to be elected, and the other third to go out of office annually; or whether they should be elected by the township at large, or by the sub-districts. Nor is the principle fully settled, whether

a township should be divided, for certain specific purposes, into sub-districts or not. But it is fully settled that if a township is thus divided, the lines of the sub-districts should not in the least interfere with the proper classification, gradation and supervision of its schools.

"It is thought by some that to provide the same amount of means and facilities for educating those who reside in the poorer and less populous portions of a township, as for those in the wealthier and more thickly settled portions, would deprive the latter of their rights; just as if the taxes for the support of schools were levied upon sub-districts, and not upon the State and townships.

"If all the property of the State and of the townships is taxed alike for the purposes of educating the youth of the State, there is no principle plainer than that all should share equally, so far as practicable, in the benefits of the fund thus raised, whether they reside in sparse or populous neighborhoods."

I trust I have adduced an array of facts, experiences, and authorities that are well calculated to carry great weight with them. Suppose, then, the County Superintendency, and County Examining Board, should be adopted, and the district system abolished, what would be the necessary Township school officers? A Town Superintendent, a Town School Treasurer, and a Town School Clerk, would be sufficient, and would form the Town Board of Education; at the first election, the Clerk to be chosen for one year, the Treasurer for two, and the Superintendent for three years, and thereafter each officer for three years, thus giving experience and stability to the Board. They should have the entire control of the school-houses, their sites, erection, repairs, supply of fuel, &c.; should personally attend the examinations of the County Examining Board in their town, and acquaint themselves with the scholastic fitness and qualifications of the several teachers who should obtain certificates, so as to judge their respective adaptations to the several schools for which they would be employed, and to which assigned; and the Town Board should alone employ the teachers for all the schools of the town. They should also serve as overseers or inspectors of the schools, and unite with the County Superintendent in his visitations of the schools of the town; and have the control of the Township School Library. They should make the annual report of the statistics and condition of the schools of the town to the County Superintendent, and furnish any educational information desired of them by either the State or County Superintendent. Appeals from their action should be the privilege of any person or persons aggrieved, to the County Superintendent, if made within a reasonable time; and

also from the action or decision of the County Superintendent to the State Superintendent.

Such a system of Township school government, with the abrogation of the district system, would produce, among others, the following beneficial results, viz :

1. The provision of the Constitution of our State, which requires "the establishment of district schools as nearly uniform as practicable," would, by constituting the Township as the district, be more fairly carried out; and hence the State School Fund income would be much more equally distributed than it now is.

2. Taxation for school purposes would be better equalized, for, under the present district system, the people of some districts, owing to the smallness of both their numbers and taxable property, pay two or three times as much as their neighboring wealthier districts, and get no more—often much less in quantity and value, for it; and in joint districts, the several parts composing them, are, from the necessity of the case, very unequally taxed.

3. All the primary schools of the town would be held the same length of time, thus producing an equality of school privileges which does not, and cannot, exist under the old district plan; for instances are not wanting in our State, where a poor and weak district, with great difficulty, and heavy taxation, manages to maintain a three months' school, and that kept by a cheap and perhaps almost worthless teacher; while the adjoining wealthy district, with comparatively light taxation, easily sustains a ten months' school, with an able and successful teacher. This is exceedingly unequal, and bears heavily and unjustly upon the poor, and fails to carry out the heavenly injunction, "Bear ye one another's burdens."

4. By the Township plan, there would be a juster distribution and equalization of teachers, suitable to the several localities; and less of the favoritism practised, as under the present district system, in employing relatives to teach the schools—for in a Town Board of only three members, there would be less opportunity of practising it than by the present half a dozen to a dozen District Boards in the town.

5. There would be more uniformity and adaptation in school-houses; for they would be built economically, by the lowest and best bidder, and not, as is now too often the case, by one or more members of the District Board, on pretty much his or their own terms; and such localities as now neglect to provide good, comfortable school-houses, would have them provided for them, and the children of such stingy, miserly souls would no longer suffer for a suitable place in which to acquire an education, which would be worth vastly more to them than all the

wealth, without it, which their ignorant and niggardly parents could ever heap together.

6. It would not only be a far better, but a far cheaper system to maintain, lopping off the weak, inefficient and worthless schools, and dividing the larger and unwieldy ones; lessening the number of officers, as the Town Board of three officers would perform all the necessary school duties of the town, and do it cheaper and better than the half a dozen or more local Boards of at least six times as many officers; and instead of selecting eighteen or more persons in a township, as is now the case, for these local boards, the people would select three of the *very best and most efficient* for the Town Board. Here would be a great saving of expense, and the objects sought more equally obtained, better in quality, and far more useful to the people.

7. By abrogating the district and joint district system, we should be doing away at once with one of the most fruitful sources of troubles, wranglings, contentions, and petty jealousies, incident to the district system; and would, at the same time, put an end to that greatest bane of the system, the constant ensmalling of districts, to gratify whims and caprices, and oftentimes to adjust an angry controversy, thus steadily lessening the ability of such dismembered districts to either employ a good teacher, or maintain a school even the legal requirement of three months.

8. It would give to the people all over the State the perfect freedom, while taxed in their own town, to send their children to any public school, without regard to district, township, or county lines—thus, in the enlightened spirit of progressive legislation, doing away with an oppressive restriction already too long and too patiently borne by the people, and which has only been productive of inconvenience, injustice and inequality, and deprived many a worthy tax-paying family of invaluable school privileges.

9. And lastly, but not least in importance, while the primary schools generally cannot well be graded, and but little effected in the way of properly classifying the pupils, yet under the Township system, each town containing a specific number of inhabitants, or a certain amount of taxable property, or both, could have its Central Graded High School, free to all of a certain age, say between ten or twelve and twenty years of age—this Central School to be kept in session at least ten months in each year. With such a Graded School in each town, for the more advanced youth, the accruing benefits would be of so decided and general a character, that the plan could not but meet with the most universal favor.

GRADED SCHOOLS.

So important do I regard a Central Graded High School for each town in Wisconsin, that I shall venture to cite a few experienced authorities upon their necessity and value:

"In the Fourteenth Report," says Dr. SEARS, Secretary of the Massachusetts Board of Education, "I have endeavored to show how difficult it is, even for a good teacher, to give a thorough and systematic course of instruction in a school made up of scholars of every diversity of age and attainment. In a mixed district school, the classification of the pupils is necessarily imperfect, and the number of classes must be altogether too great for thorough instruction by one teacher. During the past year, teachers have been found in some of our public schools having at the rate of thirty-six recitations a day. In graduated schools, a few large classes may be formed, to pursue all their studies together, and the teacher having no others under his charge, will have a much greater amount of time for each. But where nothing of this simplicity and order exists, and teachers are changed, or liable to be changed, every term, the best methods of instruction are of but little avail; for they could not be successfully introduced, even if a good teacher were employed. There is not time enough in the daily exercises for thoroughly teaching each class, nor is the ordinary term of service long enough to lay the foundations of knowledge, and to rear a fabric which shall prove the hand of a master. The teacher feeling compelled to win a reputation, and secure the good opinion of his employers before the term expires, or is even far advanced, seeks to create a sensation, and adopts methods which the character and organization of the school will best allow, and which, at the same time, will make the speediest show of progress. Only in this way can he hope to be re-appointed, or to be recommended to another school. Thus the district system tends to check that improvement in modes of teaching which it is the object of the State to promote.

"Let it not be supposed that these evils, resulting from the district organization, can be remedied by grading the schools of the several districts. There are but few districts that admit of different grades of schools. Large and compact districts are usually divided into two, after which they cannot be associated together for the classification of their schools. A district may be too large for one school, and not large enough for two. Two adjoining districts may both be in this condition, and yet the line which divides them will effectually prevent any mutual arrangement for the accommodation of both. It is an iron system, that admits of no yielding to circumstances, whereas its

opposite is like vulcanized India rubber, which may adjust itself to ever varying circumstances, by contraction or expansion. If the impassible boundaries of districts did not preclude the enlargement or curtailment of the schools of a town, it would be easy, in most cases, to organize them in such a manner as to equalize the number of children in each school, and to distribute them according to their ages and attainments. But now it is exactly as if a tailor, instead of having whole pieces of cloth from which to cut his garments, had nothing but remnants, sometimes too large, and sometimes too small, and rarely or never exactly fitted for his purpose. Suppose the different wards of our cities were to constitute so many school districts, each having its own schools, is it not evident that more schools and more school-houses would be necessary than upon the present plan? There would be a liability in each ward to have a remnant for which no provision could be made without over-crowding the schools, or establishing smaller ones at a disproportionate expense. In the rural towns, it often happens that parts of three or four districts need be taken off and united to form one new school. All such changes in districted towns are effected only after long delays, and with infinite trouble; and even then they are not accommodated to graded schools, as they result simply adding one to the number of the same kind of districts. If the districts were abolished, the School Committee could, from time to time, according to circumstances, unite small schools and divide large ones, and adapt them to the wants of the pupils, and then adapt the teacher to both.

"The resort to union [or joint] districts is a poor relief from these embarrassments. However urgent the necessity which leads to it, the arrangement is an inadequate one, and the operation of it exceedingly inconvenient. The best union district is that in which all the districts of the town are united into one. Then there is an effectual relief from one class of difficulties without plunging into another. In general, union districts are a perpetual source of trouble and of contention. They make confusion worse confounded. The two districts remaining distinct for certain purposes, while they are united for others, add to the complexity of the system, not merely by adding one to the number of incorporated districts, but by introducing a joint jurisdiction. The points on which differences may arise are multiplied. The choice of a site for the union school, the dimensions, style, and expense of building, and the appointment of the teacher, are matters in regard to which each party will be likely to have its own preferences. When we consider that neighborhood feuds and district jealousies are the vultures that most frequently gnaw at the vitals of our rural schools, it will

not appear unimportant to remove the decision of controverted points as far as possible from the contending parties.

"Such is the difficulty of providing for the suitable education of the young in the common district school, and such the necessity of establishing schools of a different order. The fact that the district schools, without any of the advantages of gradation, once answered their purpose very well, does not prove that we need nothing better now. The application of science to the arts, now so universal, the connection of business of all kinds with the progress of knowledge, and the opening of a much wider sphere of thought than existed formerly, to all the people, by means of the easy and rapid communication now existing between different parts of the world, thus taking away the provincial life of the people, and rendering it cosmopolitan, demand an increased amount of knowledge, in order to a corresponding respectability and usefulness. Furthermore, such is the eagerness with which young men rush into business, that their school education is closed at a much earlier period than was that of their fathers. It, therefore, becomes doubly necessary to organize the public schools in such a way as to prevent the loss of any time or labor, and to adopt methods of instruction which produce the greatest amount of solid education in a given time."

"To enable children," says Hon. HENRY BARNARD, "to derive the highest degree of benefit from their attendance at school, they should go through a regular course of training in a succession of classes, and schools arranged according to similarity of age, standing, and attainments, under teachers possessing the qualifications best adapted to each grade of school. The practice has been almost universal in New England, and in other States where the organization of the schools is based upon the division of the territory into school districts, to provide but one school for as many children of both sexes, and of all ages from four to sixteen years, as can be gathered in from certain territorial limits, into one apartment, under one teacher; a female teacher in summer, and a male teacher in winter. The disadvantages of this practice, both to pupils and teachers, are great and manifold.

"There is a large amount of physical suffering and discomfort, as well as great hindrances in the proper arrangement of scholars and classes, caused by crowding the older and younger pupils into the same school-room, without seats and furniture appropriate to either; and the greatest amount of suffering and discomfort falls upon the young, who are least able to bear it, and who, in consequence, acquire a distaste to study and the school-room.

"The work of education going on in such schools, cannot be

appropriate and progressive. There cannot be a regular course of discipline and instruction, adapted to the age and proficiency of pupils—a series of processes, each adapted to certain periods in the development of mind and character, the first intended to be followed by a second, and the second by a third,—the latter always depending on the earlier, and all intended to be conducted on the same general principles, and by methods varying with the work to be done, and the progress already made.

“With the older and younger pupils in the same room, there cannot be a system of discipline which shall be equally well adapted to both classes. If it secures the cheerful obedience and subordination of the older, it will press with unwise severity upon the younger pupils. If it be adapted to the physical wants, and peculiar temperaments of the young, it will endanger the good order and habits of study of the more advanced pupils, by the frequent change of posture and position, and other indulgences which it permits and requires of the former.

“With studies ranging from the alphabet and the simplest rudiments of knowledge, to the higher branches of an English education, a variety of methods of instruction and illustration are called for, which are seldom found together, or in an equal degree, in the same teacher, and which can never be pursued with equal success in the same school-room. The elementary principles of knowledge, to be made intelligible and interesting to the young, must be presented by a large use of the oral and simultaneous methods. The higher branches, especially all mathematical subjects, require patient application and habits of abstraction, on the part of the older pupils, which can with difficulty, if at all, be attained by many pupils, amid a multiplicity of distracting exercises, movements and sounds. The recitations of this class of pupils, to be profitable and satisfactory, must be conducted in a manner which requires time, discussion and explanation, and the undivided attention both of pupils and teachers.

“From the number of class and individual recitations, to be attended to during each half day, these exercises are brief, hurried, and of little practical value. They consist, for the most part, of senseless repetitions of the words of a book. Instead of being the time and place where the real business of teaching is done, where the plough-share of interrogation is driven down into the acquirements of each pupil, and his ability to comprehend clearly, remember accurately, discriminate wisely, and reason closely, is cultivated and tested,—where the difficult principles of each lesson are developed and illustrated, and additional information imparted, and the mind of the teacher brought in direct contract with the mind of each pupil,

to arouse, interest, and direct its opening powers—instead of all this and more, the brief period passed in recitation, consists, on the part of the teacher, of hearing each individual and class, in regular order and quick succession, repeat words from a book; and on the part of the pupils, of *saying their lessons*, as the operation is significantly described by most teachers, when they summon the class to the stand. In the mean time the order of the school must be maintained, and the general business must be going forward. Little children without any authorized employment for their eyes and hands, and ever active curiosity, must be made to sit still, while every muscle is aching from suppressed activity; pens must be mended, copies set, arithmetical difficulties solved, excuses for tardiness or absence received, questions answered, whisperings allowed or suppressed, and more or less of extempore discipline administered. Were it not a most ruinous waste of precious time,—did it not involve the deadening, crushing, distorting, dwarfing of immortal faculties and noble sensibilities,—were it not an utter perversion of the noble objects for which schools are instituted, it would be difficult to conceive of a more diverting farce than an ordinary session of a large public school, whose chaotic and discordant elements have not been reduced to system by a proper classification. The teacher, at least the conscientious teacher, thinks it any thing but a farce to him. Compelled to hurry from one study to another, the most diverse,—from one class to another, requiring a knowledge of methods altogether distinct,—from one recitation to another, equally brief and unsatisfactory, one requiring a liveliness of manner, which he does not feel and cannot assume, and the other closeness of attention and abstraction of thought, which he cannot give amid the multiplicity and variety of cares,—from one case of discipline to another, pressing on him at the same time,—he goes through the same circuit day after day, with a dizzy brain and aching heart, and brings his school to a close with a feeling, that with all his diligence and fidelity, he has accomplished but little good.

“But great as are the evils of a want of proper classification of schools, arising from the causes already specified, these evils are aggravated by the almost universal practice of employing one teacher in summer, and another in winter, and different teachers each successive summer and winter. Whatever progress one teacher may make in bringing order out of the chaotic elements of a large public school, is arrested by the termination of his school term. His experience is not available to his successor, who does not come into the school until after an interval of weeks or months, and, in the meantime, the former teacher has left the town or State. The new teacher is a stranger to

the children and their parents, is unacquainted with the system pursued by his predecessor, and has himself but little or no experience in the business; in consequence, chaos comes back again, and the confusion is still worse confounded by the introduction of new books, for every teacher prefers to teach from the books in which he studied, or which he has been accustomed to teach, and many teachers cannot teach profitably from any other. Weeks are thus passed, in which the school is going through the process of organization, and the pupils are becoming accustomed to the methods and requirements of a new teacher—some of them are put back, or made to retrace their studies in new books, while others are pushed forward into studies for which they are not prepared; and at the end of three or four months, the school relapses into chaos. There is constant change, but no progress.

“This want of system, and this succession of new teachers, goes on from term to term, and year to year—a process which would involve any other interest in speedy and utter ruin, where there was not provision made for fresh material to be experimented upon, and counteracting influences at work to restore, or at least obviate the injury done. What other business of society could escape utter wreck, if conducted with such a want of system,—with such constant disregard of the fundamental principle of the division of labor, and with a succession of new agents every three months, none of them trained to the details of the business, each new agent acting without any knowledge of the plan of his predecessor, or any well settled plan of his own! The public school is not an anomaly, an exception, among the great interests of society. Its success or failure depends on the existence or absence of certain conditions; and if complete failure does not follow the utter neglect of these conditions, it is because every term brings into the schools a fresh supply of children to be experimented upon, and sweeps away others beyond the reach of bad school instruction and discipline; and because the minds of some of these children are, for a portion of each day, left to the action of their own inherent forces, and the more kindly influences of nature, the family and society.

“Among these conditions of success in the operation of a system of public schools, is such a classification of the scholars as shall bring a larger number of similar age and attainments, at all times, and in every stage of advancement, under teachers of the right qualifications, and shall enable these teachers to act upon numbers at once, for years in succession, and carry them all forward effectually together, in a regular course of instruction.

"The great principle to be regarded in the classification, either of the schools of a town or district, or of scholars in the same school, is equality of attainments, which will generally include those of the same age. Those who have gone over substantially the same ground, or reached, or nearly reached, the same point of attainment in several studies, should be put together, and constitute, whenever their numbers will authorize it, one school. These again should be arranged in different classes, for it is seldom practicable, even if it were ever desirable, to have but one class in every study in the same grade of school. Even in very large districts, where the scholars are promoted from a school of a lower grade to one of a higher, after being found qualified in certain studies, it is seldom that any considerable number will have reached a common standard of scholarship in all their studies. The same pupil will have made very different progress in different branches. He will stand higher in one, and lower in another. By arranging scholars of the same general division in different classes, no pupil need be detained by companions who have made, or can make less progress, or be hurried over lessons and subjects in a superficial manner, to accommodate the more rapid advancement of others. Although equality of attainment should be regarded as the general principle, some regard should be paid to age, and other circumstances. A large boy of sixteen, from the deficiency of his early education, which may be his misfortune and not his fault, ought not to be put into a school or class of little children, although their attainments may be in advance of his. This step would mortify and discourage him. In such extreme cases, that arrangement will be best, which will give the individual the greatest chance of improvement, with the least discomfort to himself, and hindrance to others. Great disparity of age in the same class, or the same school, is unfavorable to uniform and efficient discipline, and the adaptation of methods of teaching, and of motives to application and obedience. Some regard, too, should be had to the preferences of individuals, especially among the older pupils, and their probable destination in life. The mind comes into the requisitions of study more readily, and works with higher results, when led onward by the heart; and the utility of any branch of study, its relations to future success in life, once clearly apprehended, becomes a powerful motive to effort.

"Each class in a school should be as large as is consistent with thoroughness and minuteness of individual examination, and practicable, without bringing together individuals of diverse capacity, knowledge and habits of study. A good teacher can teach a class of forty with as much ease as a class of ten, and

with far more profit to each individual, than if the same amount of time was divided up among four classes, each containing one-fourth of the whole number. When the class is large, there is a spirit, a glow, a struggle which can never be infused or called forth in a small class. Whatever time is spent upon a few, which could have been as profitably spent on a larger number, is a loss of power and time to the extent of the number who were not thus benefited. The recitations of a large class must be more varied, both as to order and methods, so as to reach those whose attention would wander if not under the pressure of constant excitement, or might become slothful from inaction or a sense of security. Some studies will admit of a larger number in a class than others.

"The number of classes for recitation in the same apartment, by one teacher, should be small. This will facilitate the proper division of labor in instruction, and allow more time for each class. The teacher intrusted with the care of but few studies, and few recitations, can have no excuse but indolence, or the want of capacity, if he does not master these branches thoroughly, and soon acquire the most skillful and varied methods of teaching them. His attention will not be distracted by a multiplicity and variety of cares, pressing upon him at the same time. This principle does not require that every school should be small, but that each teacher should have a small number of studies and classes to superintend.

"In a large school, properly classified, a division of labor can be introduced in the department of government, as well as in that of instruction. By assigning the different studies to a sufficient number of assistants, in separate class-rooms, each well qualified to teach the branches assigned, the principal teacher may be selected with special reference to his ability in arranging the studies, and order of exercises of the school, in administering the discipline, in adapting moral instruction to individual scholars, and superintending the operations of each class-room, so as to secure the harmonious action and progress of every department. The talents and tact required for these and similar duties, are more rarely found than the skill and attainments required to teach successfully a particular study. When found, the influence of such a principal, possessing in a high degree, the executive talent spoken of, will be felt through every class, and by every subordinate teacher, giving tone and efficiency to the whole school."

To facilitate the introduction of these, and similar principles of classification, into the organization and arrangements of the schools of a town, as fast and as far as the circumstances of the population will admit, Mr. Barnard suggests that the following, among other provisions, should be engrafted into the school sys-

tem of every State, viz: That "every town should be clothed with all the powers requisite to establish and maintain a sufficient number of schools of different grades, at convenient locations, to accommodate all the children residing within their respective limits—irrespective of any territorial division of the town into school districts."

"It seems not unconnected with this subject," says HORACE MANN, "to inquire, whether in many places out of our cities a plan may not be adopted to give greater efficiency to the means now devoted to common school education. The population of many towns is so situated as conveniently to allow a gradation of schools. For children under the age of eight or ten years, about a mile seems a proper limit, beyond which they should not be required to travel to school. On this supposition, one house, as centrally situated as circumstances will permit, would accommodate the population upon the territory of four square miles, or, which is the same thing, two miles square. But a child above that age can go two miles to school, or even rather more, without serious inconvenience. There are many persons whose experience attests, that they never enjoyed better health, or made greater progress, than when they went two miles and a half, or three miles, daily, to school. Supposing, however, the most remote scholars to live only at about the distance of two miles from the school, one house will then accommodate all the older children upon a territory of sixteen square miles, or four miles square. Under such an arrangement, while there were four schools in a territory of four miles square, *i. e.*, sixteen square miles, for the younger children, there would be one Central School for the older. Suppose there is \$600 to be divided amongst the inhabitants of this territory of sixteen square miles, or \$150 for each of the four districts. Suppose, farther, that the average wages for the male teachers is \$25, and for female \$12 50 per month. If, according to the present system, four male teachers are employed for the winter term, and four female for the summer, each of the summer and winter schools may be kept four months. The money would then be exhausted; *i. e.*, four months summer school at \$12 50=\$50, and four months winter, at \$25=\$100; both=\$150. But according to the plan suggested, the same money would pay for six months summer school instead of four, in each of the four districts, and for a male teacher's school eight months, at \$35 a month, instead of four at \$25 a month, and would then leave \$20 in the treasury.

"By this plan, the great superiority of female over male training for children under eight, ten or twelve years of age, would be secured; the larger scholars would be separated from the smaller, and thus the great diversity of studies and of classes in

the same school, which now crumbles the teacher's time into dust, would be avoided ; the female schools would be lengthened one half ; and the length of male schools would be doubled, and for the increased compensation, a teacher of four-fold qualifications could be employed. * * * We have not yet brought the power of united action to bear with half its force upon the end or the means of education. I think it will yet be found more emphatically true in this department of human action, than in any other, that adding individual means multiplies social power."

"By the establishment in each society," says Mr. BARNARD, "of one Central School, or one or more union schools, for the older children, and more advanced studies, the district school will be relieved of at least one half the number of classes and studies, and the objections to the employment of female teachers in the winter, on account of their alleged inability to govern and instruct the older boys, will be removed. As the compensation of female teachers is less than one half that paid to males, every instance of the employment of a female teacher in place of a male teacher in the district school, will save one half of the wages paid to the latter, which can be expended in increasing, partly the wages of the former, and partly the wages of the male teacher in the Union or Central School. It will be found that the same amount of money now expended in three districts, on three female teachers in summer, and three male teachers in winter, will employ three female teachers for the whole length of the summer and winter school, and one male teacher for the winter, at an advance of one third or one half of the average rate of wages paid to each.

"This arrangement will thus lead to the more permanent employment of a larger number of female teachers, at an advanced compensation, thus holding out an additional inducement to females of the right character and qualifications, to teach in the district school. It will also reduce the demand for male teachers, except of the highest order of qualifications, and increase the wages of those who are employed. In both ways it will diminish the expense, the loss of time, and other evils of a constant change of teachers in the same school, and give permanence and character to the profession of the teacher. It will enable the teachers of the several schools to introduce studies, discipline and instruction appropriate to each. In the district primary school, the younger children need no longer be subjected to the discomforts and neglects which they now experience, or primary studies be crowded one side, to make room for the higher branches. In the Union or Central School, the scholars, coming, as they would, from the primary school, well

grounded in the fundamental branches, will be prepared to enter profitably upon studies which are now pursued to advantage only in Academies and other private schools of a similar grade. Thus, all that is now accomplished in the district school, will be better done, the course of study very much extended, and the advantages of a more thorough and complete education be more widely diffused."

A GRADED SYSTEM FROM THE PRIMARY SCHOOL TO THE UNIVERSITY.

If it should be found impracticable for each town to maintain a Central School, whose highest department should be able to fit youths to enter our Colleges and Universities, then a County High School should be provided for that purpose; and in both the Town Central School, and the County High School, tuition should be equally free as in the primary schools, and provision should be made for their sharing in the School Fund apportionment. Then we should have a complete public educational system, graded from the primary school to the State University—in which, too, at the earliest possible period, instruction should also be made entirely free. By such a graded system, Academies and private schools would necessarily be supplanted by cheaper and better educational institutions; and they ought to be, as from their very nature, the poor would necessarily be excluded from their privileges and benefits—for we do not often find such a friend of his race as J. L. PICKARD, of the Plattville Academy, who has generously educated, free of charge, many a poor youth thirsting after knowledge. With such a system, we should soon find not only our State University, but all our other Colleges and Universities, filled to overflowing with the noble-hearted, ambitious youths of Wisconsin, earnestly seeking the highest intellectual attainments within their reach, preparatory to entering upon the largest sphere of human usefulness.

STATE SCHOLARSHIPS.

In 1853, the Legislature of Massachusetts passed a law providing for forty-eight State scholarships—each of these scholars properly prepared to enter college, and having undergone a thorough examination, is selected by the State Board of Education, and is entitled from the State to \$100 per year for his four years collegiate course in any college within the State he may select for the purpose. Twelve are chosen annually from districts in their proper order; and so, in the course of four years, the full complement is made up; and ever after, as twelve grad-

uate yearly, that number must be annually chosen to supply the vacancies. At the close of each year, each of these State scholars, before being able to draw his hundred dollars, must produce a certificate from the President of the college he is attending, to the effect that he ranks, in point of scholarship, with the first half of students of the institution; and failing in this, his scholarship is declared vacated, and is filled by the appointment of some one prepared to enter the same class left vacant, so as to keep up the regular number of annual graduates. Preference in the selection is given to those most meritorious and most needy.

"Sufficient time has not elapsed," says the Report of the State Board of Education of 1856, "to justify an opinion of the merits of this measure, based upon experience; yet every circumstance known to the Board of Education leads to the conclusion that the expectations of the State will be fully realized. The specific object of the Act is to furnish competent teachers for the High Schools; and there has never been a time when the demand for such teachers was greater. There are probably one hundred High Schools in Massachusetts, and the number of towns required by law to maintain such schools is annually increasing. These schools ought all to be supplied with well educated, thorough teachers. In addition to this manifest want of our own, there is a constant, and in some cases, pressing demand, for teachers of different grades to go into other States. This demand has in a few instances borne hard upon our own schools. It is not, of course, the primary object of our system to furnish teachers for other States, nor does it seem to be wise to attempt any restriction. It is no trifling compliment to our system of public instruction, that it furnishes teachers whose services are desired by the citizens and governments of other States."

Something of the kind, I venture to suggest, would prove exceedingly useful and desirable in our State. It would stimulate the youth in our primary and higher schools to noble emulation. The State scholarship, while it would assist and encourage many a poor young man to pursue a thorough collegiate course, should yet be regarded as a reward of the highest merit. Let there be established one hundred State scholarships, one for each Assembly district, and the remainder to be chosen from the State at large—twenty-five to be appointed annually, by the State Board of Education, upon recommendation of the County Superintendents, or other proper persons, after due examination, and thorough preparation to enter college; and for a period of four years, if a certain required scholarship be maintained, in the State University, or other regular College or

University in the State, each State scholar to receive from the State fifty dollars annually, on condition that he pledge himself to engage in the business of teaching, within the State, for a term of time equal to that for which he shall have received such bounty; and if he shall fail so to teach, if in competent health, he shall refund the money so received from the State, or render himself liable to an action at law for its recovery.

This would require the sum of \$5,000 annually, and, I doubt not, its appropriation in this direction, would prove a powerful stimulus to the youth of the State to seek these State scholarships, and would eventually secure a noble annual addition to the number of highly qualified teachers for our High, Central and Normal Schools. Every such encouragement on the part of the State, would tend to elevate the standard of Common School education among us, foster and encourage our Universities and Colleges, and provide for our future wants, a class of superior instructors for our higher graded schools.

TOWN SUPERINTENDENTS.

The frequent incapacity of Town Superintendents to properly examine and determine the qualifications of candidates for teachers' certificates, has been already referred to; and a County Examining Board of three persons, composed of the County Superintendent, and two practical teachers, has been suggested as, in my opinion, the best remedy for this great evil. Could this, or some similar change be adopted, a multitude of evils would at once be obviated. But if such change be deemed impracticable or premature, I would suggest that for the purpose of examining teachers and granting certificates, that two practical teachers in each town be recommended by the teachers of such town to the Town Board of Supervisors for their approval and appointment, to be associated with the Town Superintendent for the purpose of examining and granting certificates to qualified candidates for the teacher's profession. While I should regard this as a step in an improved direction, I should still look upon it as infinitely inferior to an able County Examining Board who would make thorough and impartial work of their examinations, and grade the certificates according to merit.

If neither a County nor Town Examining Board be provided, then some legislation will be needed with reference to the removal of a Town Superintendent for refusal or neglect to perform his duties. When a member of the District Board refuses to perform his duty, or declines to obey a decision of the State Superintendent, his office is declared vacant, and filled accord-

ingly. But a Town Superintendent may—as has actually been done—refuse, out of mere spite, to examine a candidate for a teacher's certificate, to whom he has two or three times previously granted a certificate, whose moral character is good, and whose services as teacher are greatly desired by his district; and though the aggrieved party appeals to the State Superintendent, and the latter should decide against the action of the Town Superintendent as unjust and arbitrary, yet I know of no way of enforcing such decision—no way of declaring the office vacant. It is true, the Town Board of Supervisors have power to make a temporary appointment whenever a Town Superintendent “may be *unable*” to perform the duties of his office; but there is, so far as I know, no power to remove for unwillingness or refusal to perform those duties. As the law now is, the State Superintendent's decision may be mocked at, a petty tyranny exercised over a worthy citizen, and the reasonable wishes of a whole district oppressively denied, and all without a remedy. Such power is not in accordance with the genius of our free institutions—equal and exact justice to all, and a remedy for every wrong.

CHANGE OF TIME FOR MAKING REPORTS.

Section sixth of the School Law passed the last night of the last session of the Legislature contained, when published, some unaccountable blunders and incongruities which the authors of the law never designed. It was intended to specify the time for the District Clerks to make their annual reports *not* between the first and fifteenth days of July, in each year, and bearing date the first of July, but between the *first and tenth days of September*, bearing date the *first of September*—thus making the school year close, as formerly, the 31st of August. This arrangement of dates best corresponds with the time now designated by law for the Town Superintendent to make his report, which is between the *fifteenth and twenty-fifth days of September*; the Clerks of the Boards of Supervisors to make theirs on or before the *tenth day of October*, and the State Superintendent on or before the *tenth day of December*.

If the school year were to close the 30th of June, as the law now erroneously provides, it would prove a serious hardship upon such districts as are unable to maintain a winter school, and depend upon the summer for their three months' school. It leaves a long and unnecessary gap between the 15th of July and 25th of September in which for the Town Superintendent to make his report, when ten days would be sufficient, and was so

intended. In view of the difficulties which the law, in this particular, if enforced, would involve the districts, I directed the District Clerks, with the approval of the Governor, to make their reports the past year between the first and tenth days of September, bearing date the first of that month, and they accordingly did so. If the present district system is adhered to, it will be necessary to remedy the defects in the law here pointed out.

STATE TEACHERS' ASSOCIATION.

The annual meeting of this body of educational laborers is subserving a very useful and important purpose both to themselves and the people. If there could be an auxiliary Association formed in every county in the State, to report to the State Association; and the full proceedings of the latter, including such essays of merit as are read before it, together with an abstract of the reports of the County Associations, be reported to the Legislature for publication, or to the State Board of Education, or State Superintendent, to be appended to the Annual Report of the latter, if deemed worthy of it,—if this could be done, much additional information of a useful and interesting character would be disseminated among the teachers themselves, and spread before the people, upon the subject of the teachers' vocation, labors and usefulness. The State of Massachusetts provides for the annual publication of the proceedings of the Teachers' Association of that State. Our *State Journal of Education*, with the variety of matter it is expected to furnish, and the space accorded to the State Superintendent for notices, opinions and decisions, has not sufficient room for the publication of the proceedings, essays and reports of the State Teachers' Association; and to be published in an embodied form as a State document, would give to it a far wider range of circulation and usefulness, and at a cost comparatively trifling.

PUBLIC SCHOOL ASSOCIATIONS.

At the instance of D. Y. KILGORE, Esq., City Superintendent of the public schools of Madison, there has been organized in this city a *Public School Association*, comprising the patrons and friends of the public schools. The officers consist of a President, two Vice Presidents, a Secretary, a Reader, and an Executive Committee of five persons. A weekly meeting is held, each Saturday evening, with the following order of exercises: 1st, reading the minutes of the last meeting; 2d, reports of com-

mittees; 3d, report of the Superintendent; 4th, lecture, or discussion, or both; 5th, reading communications and selections; and 6th, miscellaneous business.

The object of the Association is to create a greater interest in the minds of parents with regard to the education of their children at the public school, and to awaken a spirit in the minds of the people which should, to some extent, appreciate the labors of the teachers, and co-operate with them in securing that intellectual training which would result in the highest good to all concerned. It was rightly judged, that by bringing the schools as much as possible under the supervision of parents, and the patrons and teachers into a more intimate relation, offering frequent opportunities of friendly interchange of opinion, advantages of a practical character would result to the children profitable alike at school and at home.

The results have, thus far, been in the highest degree satisfactory. Several lectures have been delivered, and the discussions of educational questions have elicited an interest amounting almost to enthusiasm. Committees have been appointed each week to visit the several schools of the city, and report the result to the Association. Thus is increased attention paid to the public schools, and both teachers and pupils encouraged. Instead of becoming eloquent with indignation over some fancied or exaggerated grievance, parents are more inclined to sympathize with the teacher in his difficult, pains-taking and responsible labors, and contribute what they can to lighten his burdens and increase his joys—for the public appreciation of his labors, is to the earnest, faithful teacher his “exceeding great reward.” Judging the future of this new organization by the past, we may confidently expect that it will become a fixture in our educational system, destined to confer mutual benefits and lasting blessings upon both schools and families.

I would earnestly recommend the organization of a similar Association in every city and township in the State. We need by every possible means in our power to encourage the public teacher, and elevate the standard of public education. The common school—the *free* school, is the hope of the State. “Like the dew of heaven,” says President LORIN ANDREWS, of Ohio, “it distills alike its blessings upon the poor and the rich. It, practically carries out those glorious principles of *Liberty* and *Equality* of which we so much boast. Every child in this broad land has a God-given right to claim from the powers that be, *moral* and *intellectual*, as well as physical development. We imprison in the deepest, darkest dungeon the wretch who has brutally crippled his child or ward; but we inconsistently

permit thousands of our *respectable* citizens to cripple and starve, with impunity, the deathless energies of the minds of our children, and wantonly to deface the image of God from their souls. The *free school*, and the *free school alone*, affords to *every* child the privileges of intellectual and moral culture, and hence in principle, and practice too, it is right."

EDUCATIONAL TRACTS.

Several of the States have made appropriations for the wide dissemination of ably written tracts upon educational topics of great public importance. These tracts are designed to contain a brief, yet strong, pointed, condensed argument, and generally limited to eight pages, and never exceeding sixteen pages. The type-setting, therefore, costs comparatively nothing—the cost being almost exclusively confined to paper, press-work, and folding, no stitching being necessary. As many as *thirty thousand* copies of an eight page tract have been furnished in the Eastern States for the small sum of two hundred dollars. Tracts like that of Charles Northend's *Teacher's Appeal to the Parents of his Pupils*, on Graded Schools, School Libraries, Consolidation of School Districts, Improved Qualifications in Teachers, Superiority of Female over Male Teachers for Primary Schools, on School Visitation, Education in its relations to Health, Insanity, Labor, Pauperism and Crime, on Vocal Music in Schools, Normal Schools and Teachers' Institutes, and many subjects of this kind, could be tersely and pointedly presented in a small tract—a large edition published, scattered over the State through the medium of Teachers' Conventions and Institutes, and other modes of distribution, that would enter many families destitute of such information, and give a new direction to the future career of many a parent and his children, and accomplish a vast amount of good. So important did Mr. Barnard, when Commissioner of Common Schools of Rhode Island, deem this mode of reaching the mass of the people, that he caused upwards of ten thousand copies of Educational Tracts to be stitched to the Almanacs circulated in that State, which were sold during the winter of 1844-'45, and thus they found access to many a family they would otherwise never have reached.

In the Report of the Superintendent of Common Schools of the State of Maine, last year, it is thus observed: "It is the testimony of other States, that a free circulation of Educational Tracts has prepared the public mind for some of the most decisive and beneficent measures in behalf of popular education." While the Press is universally conceded to be the mighty lever

which moves the world, we should make a wise use of its influence in awakening our people to the never-ceasing necessity of public education, and the best methods for its advancement. I respectfully submit, whether it would not be true policy to authorize the Superintendent of Public Instruction, under the advice of the State Board of Education, if one be formed, to cause the publication through the State Printer, of one or more Educational Tracts annually, not exceeding sixteen pages each, in such quantity as he may judge necessary.

SCHOOL ARCHITECTURE.

This subject has been already casually adverted to; but such is its conceded importance, that further reference to it seems necessary. "The subject," says Mr. BARNARD, in the preface to his valuable work on *School Architecture*, "was forced on the attention of the author, in the very outset of his labors in the field of public education. Go where he would, in city or country, he encountered the district school-house standing in disgraceful contrast with every other structure designed for public or domestic use. Its location, construction, furniture and arrangements, seemed intended to hinder, and not promote, to defeat and not perfect the work, which was to be carried on within and without its walls. The attention of parents and school officers was early and earnestly called to the close connection between a good school-house and a good school, and to the great principle that, to make an edifice good for school purposes, it should be built for children at school and their teachers; for children differing in age, sex, size and studies, and, therefore, requiring different accommodations; for children engaged sometimes in study, and sometimes in recreation; for children, whose health and success in study require that they should be every day, and frequently, in the open air, for exercise and recreation, and at all times supplied with pure air to breathe; for children, who are to occupy it in the hot days of summer, and the cold days of winter, and to occupy it for periods of time in different parts of the day, in positions which become wearisome, if the seats are not in all respects comfortable, and which may affect symmetry of form and length of life, if the construction and relative heights of the seats and desks which they occupy are not properly attended to; for children, whose manners and morals, whose habits of order, cleanliness and punctuality, whose temper, love of study and of the school, are, in no inconsiderable degree, affected by the attractive or repulsive location and appearance, the out-door arrangements, and the internal construction of the place where they spend, or

should spend, a large part of the most impressible period of their lives. This place, too, it should be borne in mind, is to be occupied by a teacher, whose own health and daily happiness are affected by most of the various circumstances above alluded to, and whose best plans of order, classification, discipline and recitation may be utterly baffled, or greatly promoted, by the manner in which the school-house may be located, lighted, warmed, ventilated and seated."

"If any one doubts," says Hon. H. H. BARNEY, in his Report as Commissioner of Common Schools of Ohio in 1855, "the intimate connection between good school-houses and good schools, let him consider how difficult it generally is to induce a good teacher to go into a district where the school-house is too small, badly constructed, improperly seated, unpleasantly located, without the requisite means of ventilation, destitute of play grounds and out-buildings; and, more important still, how difficult it is to secure regularity of attendance, and render the school attractive. If he still doubts the indispensable agency of good school-houses in creating good schools, let him, as he travels through the State, stop and contemplate the forlorn, gloomy and repulsive aspect of some of those ancient '*squatters*' on the public highway; let him enter them, and note their diminutive size, rough and filthy floors, low ceilings, dilapidated desks, slab seats, dingy walls, and their unhappy and cheerless inmates; and after he has observed the slovenliness, disorder, coarseness, vulgarity, and the marks of obscenity on the very walls of the building, let him listen to the recitations, and observe how perfectly they correspond with the condition of things already noticed. Then let him pass on until he comes to one of those tasteful, attractive, elegant school-houses, with which the State is beginning to be honored and blessed; and after viewing its fine proportions, pleasant site, and ample playground, let him enter it and examine its superior facilities for the successful prosecution of study, its excellent arrangements for promoting the convenience, health and comfort of the teacher and pupils, for forming in them habits of neatness, order, taste and purity, and for exciting them to make high attainments, and aim at honorable distinction. Let him extend his observations still further, and he will find not only the building located and constructed with special reference to the laws of health, mind and morals, replete with everything that can delight the eye and gratify the taste, and admirably adapted to cultivate courteous manners, to inspire refinement of feeling, and to promote habits of study and thought, but he will actually find neatness and order among the pupils, skillful teaching, prompt and accurate recitations, refined manners, and good morals.

"The explanation of this striking contrast in the character and condition of the two schools is easy. The cheerless and forbidding appearance of the school-house first described, its utter destitution of every convenience and comfort, had, from time immemorial, repelled from it all good teachers, while the other had been equally effective in attracting them. Show us a school-house where you will, which by the combined action of time and ruthless hands has become a monument of dilapidation and ruin, presenting, in its dingy and repulsive aspect, the perfect image of desolation and cheerless poverty, and we will show you a school in perfect keeping with the tenement which it occupies.

"How gratifying, then, to be able to assure the friends of popular education throughout the State, that a large majority of our common school houses are reported '*good*,' and that in many of our cities, towns and villages, a large number of school-houses may now be seen, to which the following beautiful description of a model school-house in another State, will substantially apply: 'Its generous size, its graceful proportions, and the good taste displayed in the finish, produce the most agreeable impression. Taken together with its pleasant grounds, it constitutes a view which charms the beholder, and renders it the fairest ornament of the village which it blesses. Within, every thing is in keeping with the perfection which reigns without.

"The preservation of health, the demands of taste, and the requirements of convenience, are equally regarded in all its provisions and arrangements. For each scholar there is a separate desk and chair, mounted on iron supports, and combining, in a high degree, elegance, comfort and durability. The scholars are seated facing the north, and on that side of the room which is occupied by the teacher, the wall is covered with black-boards and maps. There, too, we find, ready at hand, all needed apparatus and a library, in a safe and convenient repository. The light is not admitted in front, to the great injury of the eyes, as is too often the case, but is received from the east and west, thus falling, as it should, upon the sides of the pupils, and affording the greatest supply when most needed, namely, in the morning and afternoon. The warming apparatus is so constructed as to diffuse an equable temperature throughout the room, without subjecting any part to extremes of heat and cold; while the apparatus for ventilation effectually removes the air as fast as it becomes unfit for breathing, and supplies its place with the pure, unadulterated atmosphere of heaven. Mats, scrapers, clothes-closets, and a suitable place for fuel, are all supplied.

"And there it stands, the beautiful structure, with its shrubbery, its flower-pots, and all other needed appurtenances

and ornaments. There it stands, the surest guaranty of the future happiness and prosperity of the community among whom it is located.

“ ‘It is itself a teacher. It teaches neatness and order, it promotes good manners and morals. It instills into the tender mind of childhood a love of the beautiful in nature and art, and proclaims to every passer-by the dignity and importance of education. It is not a cold abstraction; it is a living epistle to be read of all.

“ ‘But this fit home for the school to dwell in, did not spring up out of the ground, like Jonah's gourd, in a night. It cost treasure, and it cost labor, but it amply compensates for both. Such a school-house is far more economical than these of the poorest class. By a few simple operations in addition and subtraction, it may be shown that no district can afford to support a poor school-house. If any one doubts it, let him sum up the cost of keeping up such a concern. Let him reckon the sums of money annually sunk in paying teachers to work without suitable tools and means, not forgetting the fact that the district will be compelled to employ the poorest teachers, for the best will not put up with such accommodations without extra compensation.

“ ‘Add to this the loss of half or three-fourths of the school-time of the children. Calculate the value of that knowledge and intellectual culture which the pupils are deprived of forever. Compute the loss sustained in injured lungs, and spines, and eyes; in colds and fevers, and consumptions, and all the train of evils generated or aggravated by the defects of the bad school-house; and to this, add its unhappy effect upon the taste and the moral sentiments, those faculties which are so intimately connected with whatsoever is lovely, and whatsoever is of good report.

“ ‘Bring together these items in one grand sum total, and then say whether any community can afford to support a poor school-house.’ ”

It has been elsewhere shown, that the total value of school-house property in Wisconsin, is *over one million, one hundred thousand dollars*, and the increase in value of this year over the last, is *over two hundred and sixty-three thousand dollars*. During the past year, the amount paid for teachers' wages alone exceeds *three hundred and thirty-four thousand dollars*; and the aggregate of the increase in school-house property, and the amount paid for teachers' wages, reaches, during the past year, nearly *six hundred thousand dollars*. Is it not, then, of vast importance, that we everywhere have suitable school-houses, *the very best adapted to the purpose we can possibly secure*, in order that this immense annual expenditure may realize the largest re-

turns in the intellectual advancement of our children? We want good, comfortable, convenient, school-houses—not miserable enclosures, or mere hovels, worse than we provide for our cattle or horses; we need pleasant locations for them, and attractive surroundings—we need to have them warm in winter, and yet at all times properly ventilated. How true is it,

“We must have air and exercise,
To live, and thrive, and grow!”

Standard works on *School Architecture* are what is so much needed to guide and instruct our people in the size, style, and adaptation of their school houses. Several States have wisely provided works upon this subject, for their several townships; and to illustrate the effect, it may be stated, that, in 1862, the Legislature of Ohio authorized the purchase and distribution of a copy of *Barnard's School Architecture* to every township Board of Education, and local directors, in the State. This distribution was followed by the construction of many new houses, and the thorough repair of old structures, on tried and approved plans of arrangement and furniture—over half a million of dollars were expended for these objects in the single year of 1864.

If provision is made for Township Libraries, I would by all means have placed in each a copy of the three standard works on School Architecture—the pioneer work of its kind, *Barnard's School Architecture*, *Burrowe's Pennsylvania School Architecture*, and *Johonnot's Country School Houses*. If such a library system should find no favor with this Legislature, I would still earnestly suggest an appropriation from the School Fund Income sufficient to furnish each township in the State with a copy of each of these works, to be deposited with the Town Superintendent, to loan out for the use of districts erecting or repairing school houses. A State like ours, erecting annually nearly five hundred school edifices, and expending for that purpose over a quarter of a million of dollars, ought to have safe, judicious and economical guides in a matter of such momentous importance, both in a pecuniary and intellectual point of view. These works on School Architecture are the guides we need, and all three, finely illustrated, could be obtained at wholesale rates, for about four and a half dollars.

WISCONSIN JOURNAL OF EDUCATION.

This periodical, under its present able and efficient management, has better succeeded in its aims and purposes during the past year, than at any former period. Expressions of general satisfaction and approval have come up from all parts of the State, since the opinions and decisions of the Department have been regularly published in its columns. It has been made the

medium of circulars from the Department to Town and District school officers, and has thus served a very beneficial purpose. Such a medium of communication between the Department of Public Instruction and the twelve thousand Town and District school officers in the State, is of the utmost value and convenience. As no other State Department has such a constant and increasing correspondence to carry on, every such aid as the *Journal of Education* affords, is, and must continue to be, regarded as a valuable source of relief, as well, at the same time, as a real service to the public. The State thus far has paid but fifty cents per copy—but half the ordinary subscription price—for the necessary number to supply one to each Town Superintendent and District Clerk in the State,—a sum which has, most of the time, been *less than the actual cost*. I think it but an act of justice, that the State should pay a fair and just equivalent for this really useful *Journal*; and as some of the school officers to whom it is sent, complain that they have the postage to pay, and some few even refuse to take it out of the post-office on that account, I would suggest, that the State Superintendent be authorized to allow its publisher fifteen cents in addition per copy, on the express condition that he pre-pays the postage on the entire number sent out in behalf of the State.

SCHOOL REGISTERS.

The States of Massachusetts, Pennsylvania, and many other States, furnish the School Registers for the use of the public schools. It tends to give more system and uniformity, than where left, as at present, for the District Clerks to provide them at the expense of the district. It is extremely probable, that very many District Clerks fail to comply with this very important provision of law. When printed forms are furnished, they must cost the people many times over, in the aggregate, what they would if the State had a large quantity printed from the same form at one time; and so long as the people have the expense to pay in either case, it would not only prove true economy to have the State furnish the School Registers, through the Department of Public Instruction, but would produce more systematic uniformity, and hence greatly increase their usefulness.

TRAVELING FUND.

In compliance with the requirement of law, I would report, that with a view to making thorough inquiries in regard to the School Library systems of other States, and other matters pertaining to public education, I spent part of the past summer and autumn in visiting the States of Illinois, Indiana, Ohio, Ken-

tacy, Michigan, Pennsylvania, New Jersey, New York, Massachusetts, Rhode Island, Connecticut, and the Province of Upper Canada. After full consultations with the Superintendents of Public Instruction of most of these States, and many of the most distinguished educators of the Union, I feel far better prepared than I otherwise should, to speak understandingly of the wants and defects of our own system; and in pointing them out, as I have faithfully endeavored to do, I have generally aimed to fortify my positions and suggestions with such authorities and experiences of other States as were calculated, in my estimation, to carry weight with them. I feel confident, therefore, that my educational tour abroad of two months has resulted, and is likely to result, in far more practical benefit to the public school interests of the State, than if many years had been spent in traveling and lecturing in the State.

Owing to the time necessarily devoted to the preparation and publication of the new edition of the School Laws, and my own absence from the State, less opportunity has been had for traveling and lecturing in the State, than would otherwise have been desirable. My able, faithful, and efficient Assistant State Superintendent, S. H. CARPENTER, Esq., has found time during the year, amid the pressing cares and heavy correspondence of the Department, to attend Teachers' Institutes in the counties of Dane, Dodge, Columbia, Washington, Adams, Iowa, and Richland, as well also to visit other portions of the State, and lecture upon educational subjects. The total amount expended in traveling expenses during the year, has been \$412.70.

WEBSTER'S UNABRIDGED DICTIONARY.

In April last, I made a special report to the Legislature, by requirement of law, relative to the distribution of *Webster's Unabridged Dictionary*. In order to a full understanding of the matter, I will repeat some of the statistics then furnished, making such additions as the facts in the case call for. I have received the following copies of the work since I came into the office, viz:

January 4, 1858, from former State Superintendent,.....	264
March 18, 1858, from Bliss, Eberhard & Co., in store,.....	262
March 24, 1858, from Clerk of Board Supervisors, Dane Co.,.....	1
March 26, 1858, from Register of Deeds, Dane Co.,.....	2
June 6, 1858, from Town Superintendent, Ixonia, Jefferson Co.,.....	2
June 25, 1858, from Register of Deeds, Washington Co.,.....	5
July 3, 1858, from Town Superintendent, Somers, Kenosha Co.,.....	1

Total,..... 557

Of this number, 550 have been distributed, according to law, upon affidavits furnished, and receipts taken therefor. These

were all distributed to the several towns and districts in the order of their application; and the seven copies on hand, have been assigned to towns entitled to them, but have not been sent for, nor directions given as to the mode of forwarding them to their destination.

There are now on file in this Department applications for 332 Dictionaries, and these do not include all the unsupplied towns and districts. It is now nearly four years since the State commenced the policy of supplying each school district with a copy of *Webster's Unabridged Dictionary*; and these districts which have, from various causes, been so long delayed, ought not surely to be put off any longer. As the larger portion of the State has been supplied at the expense of the School Fund Income, it is but just and proper that the remainder should be promptly supplied from the same source.

The State has, altogether, purchased and paid for, 3,350 copies at four dollars each. I should think it safe to presume that 100 copies, before the commencement of my term of office, never reached the districts, and remain unaccounted for; some, I have reason to think, were stolen before their delivery from the railroad warehouse; others are known to have been, in some instances, squandered or misappropriated by County Registers and Town Superintendents; and yet others unsatisfactorily accounted for by the careless and loose manner in which they formerly were distributed by this Department. I should say, then, after a careful examination of the report of the investigating committee of September, 1857, and such records as I find of their distribution in this Department, including a few copies distributed by order of the investigating committee in August and September, 1857, and including also the seven copies yet on hand, that 3,250 are all that have reached, or will be likely to reach, the districts of the State.

By the recent reports, the number of separate districts in the State is shown to be 3,181, and 1,566 parts of districts, which form joint districts; and estimating two and a half parts as equal to a district, we shall have 626 to add to the 3,181 whole districts, making a grand total of 3,807 districts in the State. Allowing that 3,250 of these have been supplied with Dictionaries, then we should, in round numbers, require 550 more copies to supply the deficient districts. To this should be added something for new districts; and something, too, for the several departments of public schools, each of which is entitled to a copy.

I should think, therefore, that 600 additional copies will be required to meet the existing demand; and as the increase of districts has been 245 the past year, we may calculate on at

least an equal increase the coming year, and no provision would be made for their supply—and so long as the district system is maintained, and the dividing and ensmalling process continues, another year will be very sure to bring forth the usual crop of weak and puny districts, each of which will be entitled to a Dictionary. It will be for the Legislature to determine what provision, if any, shall be made for this class of districts; and I would respectfully suggest, that a law be passed authorizing the purchase of such number as the Legislature may direct, on terms at least as favorable to the State as those formerly purchased.

THE SCHOOL CODE.

The edition of 5,000 copies of the School Laws, directed by the last Legislature to be prepared and published, has been complied with, and the whole edition is already exhausted. Applications are constantly being made for more. I anticipated that the edition published would be entirely inadequate to supply the demand from school officers. According to my understanding of the law, I have already sufficient authority to direct the printing of a new edition whenever the interests of education demand it. I shall think it best to await the adjournment of the Legislature, so as to incorporate whatever revisions or amendments may be made during the session.

SCHOOL DEPARTMENT LIBRARY.

The Library of this Department, after deducting historical, miscellaneous and school books, is exceedingly meagre. In such a Library, there should be found, for the use of the State Superintendent, and such educators as might wish to consult them, all the distinctive standard works on education in the English language. I regard this as a matter of vital interest. We need to know, and to avail ourselves of whatever is found to be of practical progress, pertaining to popular education, whether made in this country or in Europe. As it is, there are, I am sorry to say, not a dozen distinctive works on education in the Library, aside from a few volumes of bound reports and periodicals.

There is a law on our Statute book authorizing the purchase of books for the Library, to the amount of fifty dollars per year, but it has no appropriating clause; and there have been no additions made to the Library for the past five years. I respectfully ask the Legislature to appropriate \$300 for this purpose, including the year 1860—which, I believe, is none too much for this important object.

THE OFFICE OF STATE SUPERINTENDENT.

The duties of this officer involve an amount of care, anxiety and responsibility of no ordinary character. The management and superintendence of nearly four thousand school districts, with more or less official intercourse and correspondence with over twelve thousand Town and District School Officers and Clerks of Boards of Supervisors—supplying them with School Laws, Blanks and Dictionaries,—returning their reports for correction of errors, so that their districts may not lose their share in the State School Fund apportionment—deciding appeal cases, with an earnest wish and aim to render equal and exact justice to all—hundreds and thousands of letters, upon almost every conceivable subject relating to common school jurisprudence, to answer—some requiring specific points of law to be determined, and many simply calling for judicious advice to settle and harmonize discordant elements—to keep informed, and properly study the school systems of our own and other States—circulars to prepare and send out to the towns and districts—statistics to collect and arrange—the annual and special reports to make, together with a large amount of miscellaneous labors and duties to discharge,—if all these matters, when faithfully performed, do not demand of the State Superintendent, and his Assistant, the most constant care and unceasing labor, then I confess I have yet to learn in what care and labor consist.

In an address delivered by Prof. DANIEL READ, now of our State University, before the Legislature of Indiana, in Dec., 1851, he thus speaks of the importance of this office: "The question of who shall be the first State Superintendent of Public Instruction of Indiana, concerns the character of the State, and its true and permanent prosperity, more, far, than who shall be the first Governor under the new Constitution, or who shall be the Supreme Judges, or who shall be our next United States Senator. If a man is to be selected chiefly because he belongs to this sect or to that sect, and I may say, to this or that political party, I shall regret any humble part which I may have had, in giving the office a permanent Constitutional existence.

"We want a man for this office glowing with enthusiasm on the great subject of popular education: one capable of awakening in the breasts of others the same feelings which are fervid in his own; a man wise in counsel and efficient in action, of an industry which shall never tire, of amenity of manners and address, and a practical good sense which shall win the confidence of the people; a man who holds the pen of a ready writer, whose circulars and addresses to school officers and teachers, and

whose educational tracts for the people, shall, as was said of those of Guizot, late Minister of Public Instruction in France, carry with them to every part of the State, the power of a constant personal presence and influence; a man who shall know all that elsewhere has been done, or is doing, on the subject of education, but who shall possess that sound discriminating judgment which will point out what is best adapted to Indiana. Such a man we want for our Superintendent, and one, too, of a character too lofty for mere party or sectarian influences.

"Where—where shall we find such a man? We may find twenty men who would make good Governors, or Supreme Judges, or Senators, where we could not find one suited to this office. Much, very much will, in my opinion, depend upon the first Superintendent—much of all our success in the great undertaking of universal education; besides he should be an example and a model to all who shall succeed him.

"I here declare that, did I deem myself in any adequate degree possessing the qualifications for this office, and were I ambitious of a name; did I wish to secure a standing and reputation in Indiana and out of it; a reputation which should cross the Atlantic, a reputation which should go down to posterity; above all, did I wish to be a public benefactor, and to have the blessings of the people of Indiana, old and young, male and female, resting upon my head, give me the office of Superintendent of Public Instruction, rather, far rather, than offices which will be much more coveted.

"Here allow me to say, to this officer let us give a compensation which will show in what estimation, as a people, we hold the office, and what we expect of the man holding it. Surely, he who holds this great trust, and superintends an interest dearer to us than all other earthly interests, and performs labors the most arduous that can task the powers of man, ought to be paid not less than we pay for superintending a canal.

"In the choice of this officer, then, we are called as a people, to the exercise of one of the first, and most important duties, in regard to a system of general education. It is a duty, too, which will have a bearing upon all else that is done in this great concern."

Hon. CALEB MILLS, of Indiana, now a Professor in Wabash College, thus frankly spoke of the office of Superintendent of Public Instruction, in his last Annual Report, in January, 1857, on retiring from that office: "He must be permitted to say with all plainness, that there is nothing more disastrous to personal comfort and official success, than for that functionary to go forth to his work under the auspices of party triumph. If a strong

and bitter partisan himself, he will awaken prejudice by his very presence, provoke opposition by the mere recollection of the recent conflict, and soon discover his plans for progress more or less thwarted by influences originating in partisan intolerance. Even if his political antecedents have not created animosities, yet his party affinities will be sufficient, in the estimation of not a few, to entitle him to a cool reception, and to a heartless co-operation. While there may be noble exceptions to the above remark, yet the general tendency is all in that direction. Such are the proclivities of human nature, that we can scarcely expect any other result.

"Politics should have nothing to do with the selection of the candidate for Superintendent of Public Instruction. It should not intrude into the sacred precincts of education, nor lay its unsanctified hands on her ark. As well and wisely might it arrogate the power and province of dictating who should be the religious teacher of a community, as to claim the right of applying political shibboleths to educational servants. If it would be the consummation of folly to make the school-master's political faith the basis of his employment, how much more unwise and absurd to act on that principle, in the selection of the individual, who shall have the supervision of both the work and the workman? Why subject that officer to such adverse influences, why compel him to encounter and struggle with such relentless foes, why embarrass the work and unnecessarily impede the progress of an enterprise, which, by no inquisitorial torture, can be made to assume a partisan character, or accomplish a partisan mission?"

Speaking of the constitutional brevity of the official term of service of the Superintendent of Public Instruction in Indiana, Prof. MILLS adds: "It is a serious loss to the educational interests of the State, to be subject to such changes, as practically deprive the commonwealth of all the benefits of the experience of the Superintendent's two years' labor. Though the aforesaid term may be as long as the ceaseless toil and the unremitting pressure of responsibility will make the office an object of desire to any one, who faithfully discharges its arduous duties, yet the State loses not a little by the withdrawal from her service of the practical experience, facility of labor, and minute acquaintance with the details of the system, necessarily involved in the changes incident to the aforesaid constitutional infelicity."

Citing these views because I fully endorse them, I should be glad to see them put in practice in Wisconsin. Our Constitution makes the office of State Superintendent elective by the people, and provides that his salary "shall not exceed the sum

of twelve hundred dollars annually." *When* he shall be elected, and *how long* he shall serve, are wisely left for the Legislature to determine. The framers of our Constitution, in order to remove the choice of our Supreme, Circuit, and County Judges, as far as possible, from party influences, provided that their election should not take place in connection with that of other State officers; and our people have fully endorsed the wisdom of this provision. The office of State Superintendent should be equally kept aloof from party politics and party influences. Were not the constitutional inhibition in the way, I would wish to see that officer chosen by a State Board of Education for a period of three years. As it is, I would respectfully suggest, that his term of office be extended to three years, and his election take place at the time of the spring Town meetings. In New York, the Legislature elects by joint ballot the Superintendent for a term of three years; in Pennsylvania, the Governor appoints the Superintendent for a term of three years; in Ohio, the people elect the School Commissioner for a term of three years; in Massachusetts the State Board of Education annually elect their Secretary, whose office is the same as State Superintendent elsewhere, but he is practically continued during good behavior, without reference to party changes or influences; and in Upper Canada, the present able and distinguished Chief Superintendent of Public Instruction, Hon. EGBERTON RYERSON, has, for the past fourteen years, been continued in office during all the changes in the administration of the Province.

As I have always contended for the principle of paying public officers adequate salaries, and then holding them strictly accountable for the honest and faithful performance of their duties, I have no hesitation in suggesting, for the benefit of those who may succeed me in the office, that the State Superintendent's salary be increased to the constitutional limit, \$1,200 per annum, and that the \$600 allowed him per year for traveling expenses, be granted him unconditionally, for that purpose—the same as the appropriation is made to the Governor for visiting and inspecting the public institutions of our own and other States. California pays her Superintendent of Public Instruction a yearly salary of \$3,500; New York, \$2,500; Louisiana, \$2,000; Massachusetts, \$1,900; Pennsylvania, \$1,750; Ohio, Illinois, and Missouri, each \$1,500; Indiana, \$1,300; Iowa, \$1,200; and even Rhode Island, scarcely larger in territory than the single county of Dane, pays her State School Commissioner \$1,200. Yet here in Wisconsin, with labors and responsibilities not less arduous or important than those of any other civil or judicial officer in the State, we pay our State Su-

perintendent—who, in addition to his other multifarious duties, serves, in all school matters, as a Court of Appeals—a salary of only a thousand dollars a year, while we pay the Governor's Private Secretary, Assistant Secretary of State, and Assistant State Treasurer, \$1,200 per year; and our Supreme Court and Circuit Judges, \$2,500; the State Controller and Bank Controller, each \$2,000; and other State officers, in addition to their regular salaries, receive liberal perquisites. I think any candid man, who has any just knowledge of the duties of the several State officers, civil and judicial, will feel constrained to acknowledge that, excepting the Governor—whose salary is so meagre as to be a standing disgrace to the State—the State Superintendent receives the least salary of them all. Whether our diversified educational interests—"so unpretending," said SILAS WRIGHT, "yet so all pervading—so little seen, yet so universally felt—so little feared or courted, yet so powerful"—whether these vast interests are of less importance, and hence require a less amount of talent and application, than those pertaining to State finance, banking interests, auditing accounts, and adjudging criminals, I leave for others to determine.

The office of Assistant State Superintendent has in New York a salary of \$1,500 attached to it; and in Pennsylvania, \$1,400. Here, in Wisconsin, we pay other Assistant State officers \$1,200 per year; and it is no disparagement to those faithful and worthy officers to say, whose salary is none too much for their responsible positions, that a dozen suitable men could be found to fill their places, while you would find one suitable to worthily fill the office of Assistant State Superintendent. Yet he is only allowed \$800 per year. It should be \$1,200, and I respectfully suggest, that it be increased to that amount.

For clerk hire, the State Superintendent is allowed but \$600 per year. This is too small, by at least \$200, for the amount of faithful labor the clerk is required to perform. New York and Pennsylvania pay the clerks in their School Department \$1,000 each, and there are two in each State. I hope a reasonable increase in the salary of clerk will be cheerfully granted; for his present allowance is absolutely insufficient for the decent support of himself and family.

I have thus endeavored to lay before the Legislature of Wisconsin a full, true, and faithful picture of our common school educational interests in all their diversified relations and bearings. In all the suggestions for the modification and improvement of our system, I have earnestly and steadily kept this one leading idea in view: "The machinery of a school system," as justly asserted by Hon. CALEB MILLS, one of the most devoted and experienced educators in this country, "should be

simple in character, and effective in its operation. Let there be no unnecessary multiplication of offices, but a concentration of duties and responsibilities, which will do more to render it successful than almost anything else. Let these be clearly defined, and the manner of performing so plain and simple, that there can be no reasonable doubt of what is expected of all."

Thus have I recommended the concentration of School Libraries into a single collection for each town, thus increasing their power for good six-fold, and lessening the number of Librarians from nearly four thousand, if each district had one, to about six hundred and fifty. Thus have I urged the adoption of the system of County Superintendents, and a County Examining Board, and the total abrogation of the district system, to be supplanted by the simpler, cheaper, and more efficient Township system—thus while creating about 1,250 new school officers in the whole State, at the same time doing away with 11,400 others, showing a clear diminution of over ten thousand officers; and providing for a more economical, more equal, and better grade of public education—better teachers, better school-houses, and better supervision; and above all, cutting up by the roots the suicidal policy of dividing and ensmalling districts, and leaving all to attend freely, "without money and without price," whatever school should be most convenient to them, without regard to arbitrary district, township, or county lines. Thus, also, have I urged the concentration of the management of the State University, the Normal Schools, and, to some extent, the Common Schools, also, in a Single State Board of Education, so as to adjust and harmonize the entire system of public education as a whole—and not parcel out these mighty interests to different Boards, who might, and doubtless frequently would, entertain and put in practice diversified, and perhaps even clashing, methods of accomplishing the objects committed to their charge.

I have suggested and urged these reforms because I have thought they were demanded by the progressive spirit of the age, and by the earnest longings of the people. "Wherever," says BANCROFT, "a permanent reform appears to have been instantaneously effected, it will be found that the happy result was but the sudden plucking of fruit which had slowly ripened. Successful revolutions proceed like all other formative processes from inward germs. The institutions of a people are always the reflection of its heart and its intelligence; and in proportion as these are purified and enlightened, must its public life manifest the dominion of universal reason.

"The statesman, whose heart has been purified by the love of his kind, and whose purpose, solemnized by faith in the immuta-

bility of justice, seeks to apply every principle which former ages or his own may have mastered, and to make every advancement that the culture of his time will sustain. In a word, he will never omit an opportunity to lift his country out of the inferior sphere of its actual condition, into the higher and better sphere that is nearer to ideal perfection.

"The course of civilization flows on like a mighty river through a boundless valley, calling to the streams from every side to swell its current, which is always growing wider and deeper, and clearer, as it rolls along. Let us trust ourselves upon its bosom without fear; nay, rather with confidence and joy. Since the progress of the race appears to be the great purpose of Providence, it becomes us all to venerate the future. We must be ready to sacrifice ourselves for our successors, as they in their turn must live for their posterity."

That noble patriot, JOHN ADAMS, when in his eightieth year, observed in a letter to JEFFERSON: "Education! oh, education! the greatest grief of my heart, and the greatest affliction of my life! To my mortification, I must confess, that I have never closely thought, or deliberately reflected upon, the subject, which never recurs to me now without producing a deep sigh, a heavy groan, and sometimes tears." How such a confession, by such a man, should quicken the sensibilities, and nerve the efforts and patriotism of every legislator, every public officer, and every person connected in any manner with the making or executing our school laws, to redouble their energies in the noblest work in which they can possibly be engaged. Let us all prayerfully adopt the consecrated sentiment, and imitate its spirit and example, of the great Prussian School Counsellor, DINTER, who commenced his forty years of prodigious labors, self-denials and charities, with this solemn engagement: "I promised God that I would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide for him the best education, as a man and a Christian, it was possible for me to provide."

LYMAN C. DRAPER,

Sup't. of Public Instruction.

MADISON, Dec. 10th, 1858.

EDUCATIONAL HINTS AND SUGGESTIONS.

OBLIGATIONS OF PARENTS TO SOCIETY.—A parent who sends his son into the world uneducated, does a great injury to mankind as well as to his own family, for he defrauds the community of a useful citizen, and bequeaths to it a nuisance.—*Chancellor Kent.*

A FORCIBLE TRUTH FORCIBLY PUT.—The mobs, the riots, the burnings, the lynchings perpetrated by *the men* of the present day, are perpetrated because of their vicious or defective education when *children*. We see and feel the havoc and the ravage of their tiger passions now, when they are full grown, but it was years ago when they were whelped and suckled.—*Kent.*

STRIKING THOUGHT.—If poor children are not trained up in the way they should go, they will certainly be trained up in the way they should not go, and, in all probability, will persevere in it, and become miserable themselves and mischievous to society, which, in event, is worse, upon account of both, than if they had been exposed to perish in their infancy.—*Bishop Butler.*

ELEVATE THE MASSES.—The plan of this nation was not, and is not, to see how many *individuals* we can raise up, who shall be distinguished; but to see how high, by Free Schools and Free Institutions, we can raise *the great mass* of population.—*Rev. John Todd.*

EDUCATION OF A THREEFOLD CHARACTER.—Education is the proper training of *the whole man*—the thorough and symmetrical cultivation of all his noble faculties. If he were endowed with a mere physical nature, he would need—he would receive—none but a physical training. On the other hand, if he were

a purely intellectual being, intellectual culture would comprehend all that could be included in a perfect education. And were it possible for a moral being to exist without either body or intellect, there would be nothing but the heart or affections to educate. But man is a complex and not a simple being. He is neither all body, nor all mind, nor all heart. In popular language, he has three natures, a corporeal, a rational, and a moral. These three, mysteriously united, are essential to constitute a *perfect man*; and as they all begin to expand in very early childhood, the province of education is to watch and assist, and shape the development; to train and strengthen, and discipline neither of them alone, but each according to its intrinsic and relative importance.—*President Humphrey.*

VALUE OF PHYSIOLOGICAL KNOWLEDGE.—Every person should be acquainted with the ~~organization~~, structure and functions of his own body—the house in which he lives: He should know the conditions of health, and the causes of the numerous diseases that flesh is heir to, in order to avoid them, prolong his life, and multiply his means of usefulness. If these things are not otherwise learned, they should be taught—the elements of them, at least—in our primary schools.—*Dr. Combe.*

MERE CULTIVATION OF INTELLECT NOT SUFFICIENT.—Most men leave out, or regard as of very little importance, some of the essential elements of a good education. They seem to forget that the child has a *conscience* and a *heart* to be educated, as well as an *intellect*. If they do not lay too much stress on mental culture, which, indeed, is hardly possible, they lay by far too little upon that which is moral and religious. They expect to elevate the child to his proper station in society—to make him wise and happy—an honest man—a virtuous citizen and a good patriot, by furnishing him with a comfortable school-house, suitable class books, competent teachers, and, if he is poor, paying his quarter bills, while they greatly underrate, if they do not entirely overlook, that high moral training, without which knowledge is the power of doing evil rather than good. It may possibly nurture up a race of intellectual giants, but like the sons of Anak, they will be far readier to trample down the Lord's heritage than to protect and cultivate it.—*President Humphrey.*

CHILDREN MUST BE TRAINED SOMEWHERE.—Let it be borne in mind, that all the children in every community, will be edu-

cated somewhere and somehow, and that it devolves upon citizens and parents to determine whether the children of the present generation shall receive their training in *the school-house* or in *the streets*; and if in the former, whether in good or poor schools.—*Prof. Mayhew, Superintendent of Public Instruction, Michigan.*

THE WORK OF EDUCATION.—I fear we do not fully realize what is meant when we speak of the improvement of the mind. I fear it is not yet enough considered by legislators or parents, that there dwells in every rational being, an intellect endowed with a portion of the faculties which form the glory and happiness of our nature, and which, developed and exerted, are the source of all that makes man to differ essentially from the clod of the valley. Neglected and uncultivated, deprived of its appropriate nourishment, denied the discipline which is necessary to its healthy growth, this divine principle all but expires, and the man whom it was sent to enlighten sinks down, before his natural death, to his kindred dust. Trained and instructed, strengthened by wise discipline, and guided by pure principle, it ripens into an intelligence but a little lower than the angels. This is the worth of education. The early years of life are the period when it must commonly be obtained; and, if this opportunity is lost, it is too often a loss which nothing can repair.—*Edward Everett.*

CULTIVATE THE MORAL NATURE.—Keeping all the while in view the object of popular education, the fitting of the people, by *moral* as well as intellectual discipline, for self-government, no one can doubt that any system of instruction which overlooks the training and improving of the moral faculties, must be wretchedly and fatally defective. So far from crime and mere intellectual cultivation being dissociated in history and statistics, we find them, unhappily, old acquaintances and tried friends. *To neglect the moral powers in education is to educate not quite half the man.* To cultivate the intellect only is to unhinge the mind and destroy the balance of the mental powers; *it is to light up a recess, only the better to see how dark it is.* And if this is all that is done in popular education, then nothing, literally nothing, is done toward establishing popular virtue, and forming a moral people.—*Hon. Daniel D. Barnard.*

EDUCATION DISSIPATES THE EVILS OF IGNORANCE.—Ignorance is one principal cause of the want of virtue, and of the immoralities which abound in the world. Were we to take a

survey of the moral state of the world, as delineated in the history of nations, or as depicted by modern voyagers and travelers, we should find, in almost every instance, that ignorance of the character of the true God, and false conceptions of the nature of the worship and service he requires, have led, not only to the most obscene practices and immoral abominations, but to the perpetration of the most horrid cruelties.—*Dr. Dick.*

EDUCATION INCREASES THE PRODUCTIVENESS OF LABOR.—Education has a power of ministering to our personal and material wants beyond all other agencies, whether excellence of climate, spontaneity of production, mineral resources, or mines of silver and gold. Every wise parent—every wise community, desiring the prosperity of its children, even in the most worldly sense, will spare no pains in giving them a generous education.—*Horace Mann.*

MONEY VALUE OF INTELLIGENCE.—In proportion as man's intelligence increases, is his labor more valuable. A small compensation is the reward of mere physical power, while skill, combined with a moderate amount of strength, commands high wages. The labor of an ignorant man is scarcely more valuable than the same amount of brute force; but the services of an intelligent, skillful person are a hundred fold more productive.—*Prof. Mayhew.*

THE SUPERIORITY OF THE EDUCATED.—The hand is found to be another hand, when guided by an intelligent mind. Individuals, who, without the aid of knowledge, would have been condemned to perpetual inferiority of condition, and subjected to all the evils of want and poverty, rise to competence and independence by the uplifting power of education. In great establishments, and among large bodies of laboring men, where all services are rated according to their pecuniary value—where there are no extrinsic circumstances to bind a man down to a fixed position, after he has shown a capacity to rise above it—where, indeed, men pass by each other, ascending or descending in their grades of labor, just as easily and certainly as particles of water of different degrees of temperature glide by each other—under such circumstances it is found, as an almost invariable fact, other things being equal, that those who have been blessed with a good common school education, rise to a higher and a higher point in the kinds of labor performed, and also in the

rate of wages received, while the ignorant sink like dregs, and are always found at the bottom.—*Prof. Mayhew.*

IT IS THE INTEREST OF PROPERTY TO EDUCATE ALL.—Property is deeply interested in the education of all. There is no farm, no bank, no mill, no shop—unless it be a grog-shop—which is not more valuable and more profitable to its owner, if located among a well educated, than if surrounded by an ignorant population. *Simply as a matter of interest, we hold it to be the duty of Property to itself, to provide Education for All.*—*Horace Greeley.*

EDUCATION THE PARENT OF MATERIAL RICHES.—A mass of facts, collected by Horace Mann from the most authentic sources, seem to prove incontestably that education is not only a moral renovator, and a multiplier of intellectual power, but that it is also the most prolific parent of material riches. It has a right, therefore, not only to be included in the grand inventory of a nation's resources, but to be placed at the very head of that inventory. It is not only the most honest and honorable, but the surest means of amassing property. Considering education, then, as a producer of wealth, it follows that the more educated a people are, the more they will abound in all those conveniences, comforts and satisfactions, which money will buy; and, other things being equal, *the increase of competency and the decline of pauperism will be measurable on this scale.*—*Prof. Mayhew.*

THE GERM OF CRIME.—He is no more physically blind, or bereft of his natural senses, who cannot see a culprit in the hands of a sheriff, or a criminal court with its officers, or a prison with its armed guards, than he is morally blind who does not see criminal manhood in neglected childhood.—*Horace Mann.*

EDUCATION DIMINISHES PAUPERISM AND CRIME.—Education is to be regarded as one of the most important means of eradicating the germs of pauperism from the rising generation, and of securing, in the minds and in the morals of the people, *the best protection for the institutions of society.*—*English Report to Home Department.*

HOW EDUCATION DIMINISHES CRIME.—Great as is her poor tax, New York contributes annually an immensely greater sum

for the support of her criminal police; for the erection of court houses, and jails, and penitentiaries, and houses of correction; for the arrest, trial, conviction, punishment of criminals, and for their support in prison, and at the various landing places on their way to the gallows, and to a premature and ignominious death. Now, had one half of the money which this State has expended in these two ways been judiciously bestowed in the early education of these unfortunate persons, who can question that the poor and criminal taxes of that State would have been reduced to less than one tenth of what they now are, to say nothing of the fountains of tears that would thus be dried up, and of the untold happiness that would be enjoyed by persons who, in every generation, lead cheerless lives and die ignoble deaths?

Least some persons may labor under an erroneous impression in relation to this subject, I will give the statistics of education and crime in New York, as derived from official reports, for the last few years. Of eleven hundred and twenty-two persons—the whole number reported by the sheriffs of the different counties of the State as under conviction and punishment for crime during the year 1847—twenty-two only had a common education, ten only had a tolerably good education, and only six were *well* educated. Of the thirteen hundred and forty-five criminals so returned in the several counties of the State for the year 1848, twenty-three only had a common school education, thirteen only had a tolerably good education, and only ten were considered well educated! The returns for other years give like results. Had the whole eleven or thirteen hundred of these convicts been *well educated* instead of only of *six* or *ten*—and the moral and religious education of even these was defective—how many of them would society be called upon to support in prisons and penitentiaries? In all probability, as we shall hereafter, I hope, be able to show, NOT ONE. And what is true of the city and county of Philadelphia and of the State of New York, will apply to other cities, counties and States of this Union.—*Prof. Mayhew.*

STRIKING RESULTS.—The different countries in the world, if arranged according to the State of education in them, will be found to be arranged also according to WEALTH, MORALS AND GENERAL HAPPINESS; at the same time, the CONDITION OF THE PEOPLE, AND THE EXTENT OF CRIME AND VIOLENCE AMONG THEM, FOLLOW A LIKE ORDER.—*National Education, by Fred. Hill.*

THE EDUCATION REQUISITE FOR THE PEOPLE.—The education required for the people is that which will give them the

full command of every faculty, both of mind and of body; which will call into play their powers of observation and reflection; which will make thinking and reasonable beings of the mere creatures of impulse, prejudice and passion; that which in a *moral* sense will give them objects of pursuits and habits of conduct favorable to their own happiness, and to that of the community of which they will form a part; which, by multiplying the means of rational and intellectual enjoyment, will diminish the temptations of vice and sensuality; which, in the social relations of life, and as connected with objects of legislation, will teach them the identity of the individual with the general interest; that which, in the physical sciences,—especially those of chemistry and mechanics,—will make them masters of the secrets of nature, and give them powers which even now tend to elevate the moderns to a higher rank than that of the demi-gods of antiquity. All this, and more, should be embraced in that scheme of education which would be worthy of statesmen or of a great nation to receive; and the time is near at hand, when the attainment of an object, thus comprehensive in its character, and leading to results, the practical benefits of which it is impossible for even the imagination to exaggerate, will not be considered a Utopian scheme.—*Westminster Review*.

POLITICAL NECESSITY OF NATIONAL EDUCATION.—In proportion as public opinion gives force to the structure of government, it is essential that public opinion should be enlightened.—*Washington*.

I do not hesitate to affirm, not only that a knowledge of the true principles of government is important and useful to Americans, but that it is absolutely indispensable to carry on the government of their choice, and to transmit it to their posterity.—*Judge Story*.

The stability of this government requires that universal education should precede universal suffrage.—*Prof. Mayhew*.

EDUCATION AN INSURANCE OF PROPERTY.—The people do not yet seem to see, that the intelligence and the morality which education can impart, is that beneficent kind of insurance which, by preventing losses, obviates the necessity of indemnifying for them; thus saving the premium and risk.

What is engulfed in the vortex of crime, in each generation, would build a palace of more than oriental splendor in every school district in the land; would endow it with a library be-

yond the ability of a life-time to read; would supply it with apparatus and laboratories for the illustration of every study and exemplification of every art, and magnificently requite the services of teachers worthy to preside in such a sanctuary of intelligence and virtue.—*Horace Mann*.

INFLUENCE OF AN IGNORANT MAN.—To send an uneducated child into the world is injurious to the rest of mankind; it is little better than to turn a mad dog or a wild beast into the streets.—*Paley*.

DUTY OF THE STATE TO EDUCATE.—In Prussia it is said that every child is "due to the school." Here it may be laid down as one of our social principles, that, as the best services of all her children are due to the State, so it is the duty of the State to bring out, to their fullest extent, all the talents and powers for good, of all her children.—*Hon. Thomas H. Burrows, formerly Supt. of Pub. Instruction of Penn.*

CULTIVATE THE MINOR MORALS.—Cleanliness of person, decency of conduct and propriety of manners, are as essential to the comfort and happiness of the social state, as a cultivated intellect and a well ordered store of practical knowledge are to individual success. When regarded in their relation to society, those decencies, which have been aptly denominated "the minor morals," rise at once to importance, and demand the utmost care at the hands of those to whom the training of the youth of a country is intrusted.—*Burrows*.

THE BLESSING OF FREE SCHOOLS.—When the rich man is called from the possession of his treasures, he divides them, as he will, among his children and heirs. But an equal Providence deals not so with the living treasures of the mind. There are children just growing up in the bosom of obscurity, in town and in country, who have inherited nothing but poverty and health, who will, in a few years, be striving in generous contention with the great intellects of the land. Our system of free schools has opened a straight way from the threshold of every abode, however humble, in the village or in the city, to the high places of usefulness, influence and honor. And it is left for each, by the cultivation of every talent; by watching with an eagle's eye, for every chance of improvement; by bounding forward, like a greyhound, at the most distant glimpse of honorable opportunity; by redeeming time, defying temptation, and scorning

sensual pleasure, to make himself useful, honored, and happy.
—*Edward Everett.*

A MOMENTOUS RESPONSIBILITY.—Under the soundest and most vigorous system of education which we can now command, what proportion, or per-centage, of all the children who are born can be made useful and exemplary men, honest dealers, conscientious jurors, true witnesses, incorruptible voters or magistrates, good parents, good neighbors, good members of society? In other words, with our present knowledge of the art and science of education, and with such new fruit of experience as time may be expected to bear, what proportion, or per-centage, of all the children must be pronounced irreclaimable and irredeemable, notwithstanding the most vigorous educational efforts which, in the present state of society, can be put forth in their behalf?

What proportion, or per-centage, must become drunkards, profane swearers, detractors, vagabonds, rioters, cheats, thieves, aggressors upon the rights of property, of person, of reputation, or of life?

In a single phrase, what proportion must be guilty of such omissions of right, and commissions of wrong, that it would have been better for the community had they never been born? This is a problem which the course of events has evolved, and which society and the government must meet.—*Horace Mann.*

BETTER THAN SOIL, OR CLIMATE, OR GOVERNMENT.—That vast variety of ways, in which an intelligent people surpass a stupid one, and an exemplary people an immoral one, has infinitely more to do with the well-being of a nation, than soil, or climate, or even than government itself, except so far as government may prove to be the patron of intelligence and virtue.
—*Horace Mann.*

GOD-LIKE POWERS OF INTELLECT.—**LE VERRIER**, the discoverer of the planet Neptune, wrote a letter to **GALLE**, of Berlin, in which he said: "This star no one has seen, but it exists. I have measured its distance. I have estimated its size. I have calculated its diameter. It is there. Look for it, and you will find it." He looked—it was discovered from the observatory of Berlin, on the 28rd of September, 1846, *just where the student, in his closet, had told the practical Astronomer to look!*

A FEARFUL RESPONSIBILITY.—If, with such educational means and resources as we can now command, eighty, ninety, ninety-five, or ninety-nine per cent. of all children can be made temperate, industrious, frugal, conscientious in all their dealings, prompt to pity and instruct ignorance, instead of ridiculing it, and taking advantage of it, public-spirited, philanthropic, and observers of all things sacred; if, I say, any given portion of our children, by human efforts, and by such a divine blessing as the common course of God's providence authorizes us to expect, can be made to possess those qualities, and to act from them; then, just so far as our posterity shall fall below this practical exemption from vices and crimes, and just so far as they shall fail to possess these attainable virtues, just so far will those who frame and execute our laws, shape public opinion, and lead public action, *be criminally responsible for the difference.*—*Horace Mann.*

LOVE OF CHILDREN.—He is not worthy to have the care of children, either as officer or teacher, whose heart does not yearn toward them with parental fondness and solicitude.—*Horace Mann.*

CHILDREN'S TIME FOR EDUCATION.—It would be more rational to talk about not affording seed corn, than to talk about not affording our children as much of their time as is necessary for their education. What! shall a man plant his field, and allow his child's intellect to run to weeds? It would be as wise to eat up all the wheat, and sow the husks and the chaff for next year's crop, as, on a principle of thrift, to sow ignorance and its attendant helpless and prejudices in your children's minds, and expect to reap an honorable and a happy manhood. It would be better husbandry to go, in the summer, and clatter with a hoe in the bare gravel, where nothing was ever sown, but the feathered seed of the Canada thistle, which the west wind drops from its sweeping wings, and come back, in autumn, and expect to find a field of yellow grain nodding to the sickle, than to allow your son to grow up without useful knowledge, and expect that he will sustain himself with respectability in life, or, if consideration must be had of self-interest—prop and comfort your decline. Not spare our children's time! Spare it, I might ask you, from what? Is anything more important? Spare it for what? Can it be better employed than in that cultivation of the mind which will vastly increase the value of every subsequent hour of life? And to confine them in the morning of their days, to a round of labor for the meat that perisheth, is it not, when our children ask for bread, to give

them a stone? When they ask for a fish, to give them a serpent, which will sting our bosoms as well as theirs?—*Edward Everett.*

EDUCATION THE GREAT QUESTION.—I may safely appeal to every person who hears me, and who is in the habit of reflecting at all on the character of the age in which we live, whether, next to what directly concerns the eternal welfare of man, there is any subject which he deems of more vital importance than the great problem, how the whole people can be best educated. If the answer of the patriot and statesman to this appeal were doubtful, I might still more safely inquire of every considerate parent who hears me, whether the education of his children, their education for time and eternity—for, as far as human means are concerned, these objects are intimately connected—is not among the things which are first, last, and most anxiously upon his mind.—*Edward Everett.*

COMPULSORY EDUCATION.—I hold that the State has a right to compel parents to take advantage of the means of educating their children. If it can punish them for crime, it should have the power of preventing them from committing it, by giving them the habits and the education that are the surest safeguards.—*Hon. Josiah Quincy.*

THE REDEEMING POWER OF COMMON SCHOOLS.—If all our schools were under the charge of teachers possessing what I regard as the right intellectual and moral qualifications, and if all the children of the community were brought under the influence of these schools for ten months in the year, I think that the work of training up THE WHOLE COMMUNITY to intelligence and virtue would be accomplished as completely as any human end can be obtained by human means.—*Rev. Jacob Abbott.*

NECESSITY OF MORAL EDUCATION.—The exaltation of talent, as it is called, above religion and virtue, is the curse of the age. Education is now chiefly a stimulus to learning, and thus men acquire power, *without the principles which alone make it good.* Talent is worshipped; but if divorced from rectitude, it will prove more of a demon than a god.—*Channing.*

DUTY OF PARENTS.—That parent who refuses to send his children to the school established and opened in his neighborhood, does to those children a cruel injustice, and commits a

flagrant wrong upon the community and the State.—*Governor Briggs.*

A STRIKING PICTURE.—Were we to visit all the Primary Schools of the commonwealth, we should be sure to find nearly all the ministers, lawyers, physicians, judges, legislators, professors and other teachers, merchants, manufacturers, and, in short, all the most intelligent, active and useful men of the next generation in these schools. We cannot now point them out by name. We cannot tell who of them will be governors and judges, and merchant princes, but they are all there.

They are receiving the rudiments of their education under such teachers as we provide for them, and in the period of life when the most lasting impressions are made. I will venture to say, *more is done, during the first ten or twelve years, in the humble district school-house, to give tone and shape to the popular mind, than in all the years that follow.*—*President Humphrey.*

AN ANSWER TO THOSE WHO MURMUR AT THE SCHOOL TAX.—For the support of our State Government many of us pay, in the course of years, large sums of taxation, for which we personally receive little benefit. I know not how much I may have paid during the last thirty years, for the judiciary administration of the laws; yet I have never availed myself of the Courts as a means of obtaining personal justice. And there are many citizens who never had a case in Court, and perhaps never will have. Yet we all cheerfully submit to taxation for the support of the Judiciary Department, because the public good is supposed to require it. We voluntarily act on this unselfish and philanthropic principle in all our religious and charitable associations. We build churches, employ and pay religious teachers, and support religious institutions, not for our own personal benefit. We usually fancy we can be devotional and religious in our own quiet way. But the good of society requires expensive organizations for religious purposes, and we are all willing to bear our part.

These principles of sacrifice of selfishness—of submission to taxation of some kind for the public good,—must lie at the foundation of every form of civilized society on earth. If we proscribe the principle, we must go back to a state of natural society—to barbarism—to savage independence. Our people are a liberal, a generous, a magnanimous people, and when the general interests of public education in the State require some sacrifice from the more successful individuals in favor of the

poorer families, who will hesitate to act the part which honor and magnanimity require?—*Hon. W. C. Larrabee, State Superintendent of Indiana.*

ARGUMENT FOR THE PAYMENT OF SCHOOL TAXES.—Some persons who are willing to pay taxes in proportion to their property, for general State purposes, object to any species of taxation for educational purposes. This objection is founded on a radically wrong notion of the relation of the children, and the education thereof, to the State. The State, within Constitutional limits, has sovereign power over the property within its jurisdiction. The children within the State are, in a certain sense, the children of the State. The State taxes her property for the education of her children, not for the personal interest of the children, nor for the interest of their parents, *but for her own interests as a State.* This is the American idea, and whoever cannot become reconciled to this idea, had better emigrate to some other country.—*Hon. W. C. Larrabee.*

A HOME THRUST.—You say *you have no children to educate, and why should you be taxed to educate the children of your neighbors?* So, perhaps, you have no occasion to travel over a particular country road, and why should you be taxed to build it? You have no case in court, why then should you be taxed to build the court house, or pay the salary of the Judge? You have no criminals of your own family to try, and to put in jail, why then should you be taxed to pay the expenses of trying criminals raised by your neighbors, and to build jails to hold them?

You answer, the good of society requires court-houses and courts. So does the good of society require school-houses and schools. You say that the good of society requires that criminals should be tried and punished. So does the good of society require children to be educated. The criminal, you say, is not tried and punished for his own benefit, or the benefit of his family, so much as for the protection of society. So, the child is not educated so much for his own benefit, or the benefit of his family, as for the protection and good of society.—*Hon. W. C. Larrabee.*

FOR THOSE WHO OBJECT TO THE SCHOOL TAX.—A gentleman was complaining to me of his School Tax. He said "he had educated his own children at his *own* expense, and yet he was annually paying tax to educate others." I told him he was indirectly compensated four-fold for all his expenditure. He ridiculed the idea. Said I, there are two farms of one hundred

acres each; intrinsically of the same value. One is located in an intelligent and virtuous community, the other in Heathendom, or where ignorance and vice prevail. How much more would you give, per acre, for the former than the latter? "Ten dollars," said he. The interest on one thousand dollars is sixty dollars per annum—your school tax is six dollars. Your compensation is ten-fold. The argument was conclusive.—*J. V. Gibson's Report.*

YOUNG CHILDREN SHOULD NOT BE CONFINED.—It would be infinitely better and wiser to employ suitable persons to superintend the exercises and amusements of children, under seven years of age, in the fields, orchards and meadows, and point out to them the richer beauties of nature, than to have them immured in crowded school-rooms, in a state of inaction, poring over torn books and primers, conning words of whose meaning they are ignorant, and breathing foul air.—*Dr. Caldwell.*

FREQUENCY OF RECESS.—A law of the muscular system requires that relaxation and contraction should alternate, or, in other words, that rest should follow exercise. In accordance with this law, it is easier to walk than to stand; and in standing, it is easier to change from one foot to the other than to stand still. This explains why small children after sitting awhile in school become restless. Proper regard for this organic law requires that the smaller children be allowed a recess as often, at least, as once an hour; and that all be allowed and encouraged frequently to change their position.—*Prof. Mayhew.*

EFFECTS OF BAD VENTILATION IN SCHOOLS.—Both irritability of the nervous system and dullness of the intellect are unquestionably *the direct and necessary result of a want of pure air*. The vital energies of the pupils are thus prostrated, and they become not only restless and *indisposed to study*, but absolutely *incapable of studying*. Their minds hence wander, and they unavoidably seek relief in mischievous and disorderly conduct. This doubly provokes the already exasperated teacher, who can hardly look with complaisance upon good behaviour, and who, from a like cause, is in the same irritable condition, of both body and mind, with themselves. He, too, must needs give vent to his irascible feelings somehow. And what is more natural, under such circumstances, than to resort to the use of the ferule, the rod and the strap?—*Prof. Mayhew.*

VALUE OF VOCAL MUSIC IN SCHOOLS.—I here introduce a fact which has been suggested to me by my profession, and that is, that the exercise of the organs of the breast, by singing, contributes very much to defend them from those diseases to which the climate and other causes expose them. The Germans are seldom afflicted with consumption, nor have I ever known but one instance of spitting blood among them. *This, I believe, is in part occasioned by the strength which their lungs acquire by exercising them frequently in vocal music, for this constitutes an essential branch of their education.—Dr. Rush.*

EVILS OF BADLY CONSTRUCTED SCHOOL FURNITURE.—There is a radical defect in the seats of our school-rooms. Malformation of the bones, narrow chests, coughs, ending in consumption, and death in middle life, besides a multitude of minor ills, have their origin in the school-room. To the badly constructed seats and writing desks, are we to look, in some measure, for the cause of so many distortions of the bones, spinal diseases and chronic affections, now so prevalent throughout the country.—*Dr. J. V. C. Smith.*

ACT UPON IT.—High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper and preventing his attention to his books, but they have a direct tendency to produce deformity of his limbs. Seats without backs have an equally unfavorable influence upon the spinal column. If no rest is afforded the backs of the children while seated, they almost necessarily assume a bent and crooked position. Such a position, often assumed and long continued, tends to that deformity which has become extremely common among children of modern times, and leads to diseases of the spine in innumerable instances, especially with delicate female children.—*Dr. Woodward.*

ON IMPARTING COLLATERAL KNOWLEDGE.—We cannot remind teachers too often of the signal benefits they may confer upon their pupils, by communicating collateral knowledge to them;—that is, such knowledge as is directly connected with the subject of their lessons, though rarely, if ever, found in a text-book. This practice should be commenced with a child the first day he enters the school room, and should never be discontinued until the day when, for the last time, he leaves it.

The whole business of the school room, from morning till night, should, in this way, be made attractive and profitable.

Children do love information which is adapted to their capacities, and they will desire to go where it can be found, as naturally as bees to flowers. An absurd objection is sometimes urged against such a course; namely, that it will only amuse children, turn what should be toil into pastime, and create a disrelish for close, pains-taking, solitary application. This objection is theoretic, merely. It is never made by those who have tried the experiment. It is urged only by such as are too ignorant or too indolent to make the necessary preparation. Not only reason, but experience, proves that it is the best possible means of kindling a desire for knowledge in the bosoms of the young; and when this desire is once kindled, the teacher has only to direct the car instead of dragging it.—*Horace Mann.*

THE TEACHER'S MISSION.—Do not undervalue the importance of your mission. Although the career of a primary teacher is without *eclat*—although his cares are confined to, and his days spent in, the narrow circle of a country parish—his labors interest society at large, and his profession participates in the importance and dignity of a great public duty. It is not for the sake of a parish only, nor for the mere local interests, that the *law wills* that every native of France shall acquire the knowledge necessary to social and civilized life, without which human intelligence sinks into stupidity, and often into brutality. It is for the sake of the State also, and for the interests of the public at large. It is because liberty can never be certain and complete, unless among a people sufficiently enlightened to listen on every emergency to the voice of reason.

Universal education is henceforth one of the guarantees of liberty, and social stability. As every principle in our Government is founded on justice and reason, to diffuse education among the people, to develop their understandings, and enlighten their minds, is to strengthen our constitutional government, and secure its stability. Be penetrated, then, with the importance of your mission. Let its utility be ever present to your mind in the discharge of the difficult duties which it imposes on you.—*M. Guizot, long Minister of Public Instruction in France.*

VALUE OF EDUCATION.—Education makes the man; that alone is the parent of every virtue; it is the most sacred, the most useful, and, at the same time, the most neglected thing in every country.—*Montesquieu.*

NO FREEDOM WITHOUT INTELLIGENCE.—If a nation expects to be ignorant and free in a state of civilization, it expects what never was, and never will be. The functionaries of every government have propensities to command at will the liberty and property of their constituents. There is no safe deposit for these but with the people themselves; nor can they be safe with them, without information. Where the press is free, and every man is able to read and write, all is safe.

The object of the establishment of common schools, is to bring into action that mass of talent which lies buried in poverty in every country, for want of the means of development, and thus give activity to a mass of mind which, in proportion to the population, shall be double or treble of what it is in most countries.—*Jefferson.*

FREE EDUCATION THE SAFETY OF OUR COUNTRY.—I have no conception of any manner in which the popular republican institutions under which we live could possibly be preserved, if early education were not freely furnished to all by public law, in such forms that all shall gladly avail themselves of it.—*Webster.*

NECESSITY OF PUBLIC EDUCATION.—If I am elected Governor of Virginia, I will give all, and do all, for the agriculture of the State, that we may make a spear of grass to grow where none grew before. There is something more important than this—one that embraces every thing, covers all, bounds all, promotes all, saves all. It is that which reaches the *inner* man of the commonwealth. It is that which is all in all to the people of a republican country. I mean *public education*. If there be any stingy old man in this assemblage, who values his dollars and cents better than women and children, let me tell him, if he does not wish to be taxed to sustain public education, to use every exertion to defeat me; for I tell him I want a full and thorough system of instruction to all and for all classes.

You tell me of the equality of the people—that every man is created equal—when the poor man has to compete with the rich, and, instead of providing food for the *mind*, cold necessity demands he should obtain food for the *mouth*. The only true Democracy is that which will reach down to the lowly and lowest in the distribution of its benefits of learning. Does the owner of property complain to me, that the property he has acquired should not be taken for education? Why, what better guard can he have for his property than the virtue which springs from intelligence? He says he has nothing to do with

the poor man's child, and he should be let alone. Does he not know that his property may, all of it, some day, come before a jury of his countrymen, in which shall be this very child? And then is it not worth all the value of his property to have this child educated, and be able to decide properly and understandingly as a juror? Does he know that this jury may be called upon to say whether his will *was* his will, or whether he died sane or a fool? Does he know that ignorance abases mankind, and leaves them base and dependent? Would he not have the whole mass of the people intelligent choosers of what was best for the State? Are you not an elective people, and have not all to decide for the best interests of the State? How can you do this, unless you provide food for the intellect?—*Hon. Henry A. Wise, speech at Petersburg, Va., Jan. 10, 1855.*

INFLUENCE OF EDUCATION.—I think with you, that nothing is of more importance for the public weal, than to form and train up youth in wisdom and virtue. Wise and good men are, in my opinion, the strength of a State; much more so than riches or arms, which, under the management of ignorance and wickedness, often draw on destruction, instead of providing for the safety of the people. And though the culture bestowed on *many* should be successful only with a *few*, yet the influence of those few, and the service in their power, may be very great. Even a single woman, that was wise, by her wisdom saved the city. I think also, that general virtue is more probably to be expected and obtained from the education of youth, than from the exhortation of adult persons; bad habits and vices of the mind being, like diseases of the body, more easily prevented than cured.—*Dr. Franklin.*

TRANSMISSION OF KNOWLEDGE.—In thirty years, all now in active life will be gone or retired from the scene, and a new generation will have succeeded. This mighty process does not take place at once, either throughout the world or in any part of it; but it is constantly going on,—silently, effectually, inevitably; and all the knowledge, art, and refinement, now in existence, must be either acquired by those who are coming on the stage, or perish with those who are going off, and be lost forever. There is no way by which knowledge can be handed down, but by being learned over again; and of all the science, art, and skill in the world, so much only will survive, when those who possess it are gone, as shall be acquired by the succeeding generation.

The rising generation is now called upon to take up this mighty

weight; to carry it along a little way; and then hand it over, in turn, to their successors.

The minds which, in their maturity, are to be the depositories of all this knowledge, are coming into existence, every day and every hour, in every rank and station of life; all equally endowed with faculties; all, at the commencement, equally destitute of ideas; all starting with the ignorance and helplessness of nature; all invited to run the noble race of improvement. In the cradle there is as little distinction of persons as in the grave.—*Edward Everett.*

THE DUTY OF GOVERNMENT TO PROVIDE EDUCATION.—It is the undoubted right, and the bounden duty of Government, to provide for the instruction of all youth. That which is elsewhere left to chance or to charity, we secure by law. For the purpose of public instruction, we hold every man subject to taxation in proportion to his property, and we look not to the question, whether he himself have, or have not, children to be benefitted by the education for which he pays. We regard it as a wise and liberal system of police, by which property, and life, and the peace of society are secured. We seek to prevent in some measure the extension of the penal code, by inspiring a salutary and conservative principle of virtue, and of knowledge, in an early age. We strive to excite a feeling of respectability, and a sense of character, by enlarging the capacity and increasing the sphere of intellectual enjoyment. By general instruction, we seek, as far as possible, to purify the whole moral atmosphere; to keep good sentiments uppermost, and to turn the strong current of feeling and opinion, as well as the censures of the law and the denunciations of religion, against immorality and crime. We hope for a security beyond the law, and above the law, in the prevalence of an enlightened and well principled moral sentiment.—*Daniel Webster.*

EDUCATION OUR NATIONAL SAFETY.—Education, to accomplish the ends of good government, should be universally diffused. Open the doors of the school-house to all the children in the land. Let no man have the excuse of poverty for not educating his own offspring. Place the means of education within his reach, and if they remain in ignorance, be it his own reproach. If one object of the expenditure of your revenue be protection against crime, you could not devise a better or cheaper means of obtaining it. Other nations spend their money in providing means for its detection and punishment, but it is the principle of our government to provide for its never occurring. The one acts by *coercion*, the other by *prevention*. On the dif-

fusion of education among the people rest the preservation and perpetuation of our free institutions. I apprehend no danger to our country from a foreign foe. The prospect of a war with any powerful nation is too remote to be a matter of calculation. Besides, there is no nation on earth powerful enough to accomplish our overthrow. Our destruction, should it come at all, will be from another quarter. From the inattention of the people to the concerns of their government, from their carelessness and negligence, I must confess that I do apprehend some danger. I fear that they may place too implicit confidence in their public servants, and fail properly to scrutinize their conduct; that in this way they may be the dupes of designing men, and become the instruments of their own undoing. Make them intelligent, and they will be vigilant; give them the means of detecting the wrong, and they will apply the remedy.—*Webster.*

WHAT COMPRISES EDUCATION.—I have already expressed the opinion, which all allow to be correct, that our security for the duration of the free institutions which bless our country, depends upon the habits of virtue and the prevalence of knowledge and of education. The attainment of knowledge does not comprise all which is contained in the larger term of education. The feelings are to be disciplined; the passions are to be restrained; true and worthy motives are to be inspired; a profound religious feeling is to be instilled, and pure morality inculcated, under all circumstances. All this is comprised in education.—*Webster.*

SELF-EDUCATED MEN AND BOOKS.—To the poor, ignorant man, I say, let no man tell you that “a little learning is a dangerous thing.” The least of it is not half so dangerous as that ignorance which cannot read and write. If Patrick Henry once said—“*Natural* parts are better than all the *learning* in the world”—don’t believe it, though he said it. What would he not have been, had he possessed only half the learning of the world? Of what would the power of his “*natural parts*” have stopped short in human greatness, in human eloquence, if he had been possessed of the *purchase* of the lever of learning? The self-made man may boast—I love to admire him rising by the lone power of his genius; but I despise his self-sufficiency, when he boasts against “*the books.*” Not once in an age does it happen that one self-made man stamps the age with his genius. But at last, how can any man be said to be self-made? Those who claim to be self-made, are so made by the *books*, if not by the schoolmaster. Tell me the knowledge that any one of you

all has, which was not derived, directly or remotely, from the books? None,—there is none in law, none in medicine, none in agriculture, none in mechanic arts, not traceable to the books. And, my friends, if you would only yourselves go to the books, they would inform you much better than you are now instructed, by tradition, or second-hand informers. Look for yourselves, learn for yourselves—to the books! to the books! and be self-made yourselves, if you will. But the schoolmaster must teach you *how to read and write*. Remember that the books are sealed to those who cannot read and write. I will not decant upon the pauperism and the crime which “a little learning” would diminish. No; there is a much more interesting class than that of inmates of poor-houses and of jails to be discussed. I mean, one of the best classes of men on God’s earth—a class with whom “the gods” are said to take part in their struggles through life—that class of good men, who, notwithstanding they were never taught, are so endowed by nature with noble instincts as to perform their whole duty worthy of themselves, worthy of the State, and worthy of their eternal destiny. Men whom ignorance does not debase; whom it does not enervate or make to despair; men who work in the world against all odds of ignorance, and win a crown of earthly honor and eternal glory. I know who they are—I know every one of them in my old district by name. I would have a word with them. They are the *good, hard-working, honest* class of men, who, notwithstanding they cannot read and write, can “*make their marks*” in the world. May God bless them!

I know an aged man—small in stature—his head is silvered over with the white frost of years—with a lively joyous face, and a twinkling blue eye that needs no glass for its keen vision—an honest heart, and a hand as hard as axe-helve and plough-handle would have it—who does “not know a letter in the book,” and who yet is rich in the stores of practical wisdom and of real wealth. Some one near Guilford, in Accomack, can guess who I mean. I would have a word with that good old friend of mine. I speak to his noble example—I speak to him because I love him, and he belongs to a class by whom I wish to be heard—I speak to him for his class. Listen to me, good old man. I see you smile and swear you *are not old*. Well, that is exactly like you, but I am serious. You *are great* in my eye. You cannot read and write—you will have to get some one to read what I write to you and all like you—but you have, without learning, achieved a conquest in life. You began a neglected, penniless, friendless boy—you have worked, honestly worked, at hard labor, until your hand is as hard as your heart is soft and tender. “Scorn cannot point her slow-moving finger” at

you. There is no blot on your name. You have dug the earth for your bread, and lived literally by the sweat of your brow. You have lived honestly; you have paid your debts with the cash down; you owe no man any thing but good will; your industry has been untiring; a thousand and a thousand sturdy blows have you struck with a freeman's "right good will" for the "glorious privilege of being independent." Every way by which you have won "geer" is justified by honor. You have oppressed no man, you have been just to every man, and have never robbed the poor, or the widow, or the orphan. You are a *happy old man*—there is jollity in your very eye, and temperate habits have made you healthfully buoyant and cheerful. God has given you children and grandchildren, and your sons and daughters are like a thick forest around you. The kind, hospitable partner of your bosom and of your journey through life, still abides with you on earth; and you have laid up *plenty! plenty!* and have *peace* with it for your good old age. This is a mastery, this is a self-made man. Now, tell me, good and great old man, what would you *not* have been, had you held in your grasp the lever of knowledge? Ah! you know what it is to have a hand-spike at a log-rolling or a house-raising. You know what a "*purchase*" of power is. Knowledge, learning, is all that, and more. How many blind licks it would have saved you? How many thousands and tens of thousands more than you have now in your old "blue chest," you would have had, could you have seen by "learning's light" the dark ways of nature? Do you know that learning made your axe-helve, your plough-handle—that it applies in the most proper way that very hand-spike—your ox-chain—that it prepares the very best manure—that it can beat you all hollow in applying it to the soil—that it knows more than you do all about the soil of every field you plough, and can tell you of every plant which grows on it, and the food it craves. Did you know that learning saves labor—sells your grain, fixes the price, and carries it away for you. Ah! you shake your head, and say,—“Well, I would not give my poor weak experience for all your book-learning!” Do you say that? Well, if that be so, if you know something which the books don't teach, I am the more urgent still—you *must write it down* for the rest of the world—for your own posterity—*write it, record it*, you are bound to do so for the sake of some poor fellow who is to come after you in your way of life, and who hasn't your experience. But you *can't write*. Pity! pity! You know something, then, which you can't communicate to more than the few who hear the sound of your voice. Learning would enable you to do that much at least. Suppose you go and get some one else to write it down for you, *your experience in culti-*

vating corn, potatoes. You told me tobacco is a valuable medicine for horses once. Write it. I say, and have it printed, and bind it, and what then does it become but *book-learning!* Book-learning to be dispensed by somebody else, perhaps, in the present or coming generation; and what is poor despised "book-learning," at last, but somebody's *discovery*, somebody's *experience* of nature's laws or nature's truths? Don't despise it, my friend; but go to that old, long-used, well-worn leathern bag, or "stocking-leg" purse in that same old blue chest, and take from it *twelve*, just *twelve* of those hard dollars for which you have worked so honestly and so hard, for each and every child and grandchild you have, put it in his satchel and send him to school.

—*Hon. Henry A. Wise, Address to his Constituents.*

SCHOOL LIBRARY CORRESPONDENCE.

(Circular).

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,
MADISON, Wisconsin, Oct. 28th, 1858.

DEAR SIR:—I design to urge upon the attention of the Legislature of this State, at its approaching session, the adoption of a State system of supplying each Town in Wisconsin with a SCHOOL LIBRARY, the books to be selected with great care by competent persons, and to be annually replenished by permanent State provision for that purpose.

I may state as the result of ten years' experience of our present district library system, that only about *one-third* of the districts have any libraries at all, and those generally so small as scarcely to deserve the name,—averaging less than 19 volumes each,—and hence utterly fail to fulfill the great mission of School Libraries. That what few books are thus collected, are procured at high prices of book peddlers, and but too generally relate to *Banditti* and *Robbers*, the *Pirate's Own Book*, and other trashy and injurious works, which could only incite in the minds of children a desire themselves to become desperadoes.

If we continue the *District Library* plan in our State as it now is, and continue to leave the districts to procure a Library or not, as they may elect, so long will the Library system of Wisconsin, it seems to me, prove a failure; but if we can have the *Town Library* plan adopted, as it is in Indiana, Ohio, and Michigan, have the State provide the Libraries for each town according to some just plan of distribution, carefully selecting books suitable to meet the tastes and wants of all classes of community, replenished annually so as to keep each collection fresh and attractive, we should then have in each Library several times the number and variety of books that any district plan could ever possess. The same amount of money now expended on the district plan would, by a judicious State system, purchase from one-third to one-half more volumes, beside securing a vastly better selection, and having the advantage of a uniform and far more permanent style of binding. According to the present district plan we have small and almost worthless Libraries; by the Township system, we should have large, attractive and invaluable collections; and instead of only about *one-third* of the State, as is now the case, having a few ill-chosen volumes, every town in Wisconsin would, by the new system, have its solid Library of the choicest works to gladden

the young minds of our two hundred and sixty-four thousand children, and furnish mental food for our other three-quarters of a million of people.

If the citizens of the town should deem proper, they could sub-divide their Town Library into two or three sections, and have them placed in as many convenient localities for six months or a year, and then interchange these sections with the other localities; and so in due time, the several sections or subdivisions of the Library would be placed within the convenient reach of every part of the town, thus subserving nearly every facility of the District Library, with the most decided super-added advantages.

I would esteem it a great personal kindness, and a real service to the whole people of Wisconsin, if you would furnish me, at your earliest convenience, your views of this plan, even if but briefly expressed.

Very respectfully,

LYMAN C. DRAPER,
State Sup't. of Public Instruction.

From Hon. HENRY BARNARD.

Mr. Barnard kindly promised a letter on the Town School Library plan, but an unusual pressure of labors has prevented its preparation. In conversation with him on this subject, he expressed his decided preference for Township over District Libraries, and that the State should purchase and distribute the books. And in his address before the State Agricultural Society, at Madison, October 7th, 1858, he strongly recommended the Indiana School Library system—the leading features of which, it will be remembered, are the Township characteristic, and the State selecting and supplying the books.

From Hon. HORACE MANN, long the well-known and distinguished Secretary of the Massachusetts State Board of Education.

Ever since the reception of your Circular, dated October 28, I have diligently sought to find a leisure half hour to comply with your request—for, I think, few can be more important; but such a half hour I have not found, and *could not make it*. My health is breaking down under my labors, and I write this line now only because I hold your *plan* for School Libraries for Wisconsin, to be worth many times more than my life.

As to the value of Libraries, what need for me to say any thing, when everybody knows that they bear the same relation

to the mind, that food does to the body. But as children at an early age cannot always distinguish between nutritious and noxious food, between that which is healthful and that which is poisonous; so in the early hunger for knowledge, there is *danger* that an undirected appetite, and *certainly* that a depraved one, will long for books, more fatal to the soul than hellebore to the body. If we cultivate as many poisonous weeds in our gardens, as we do wholesome ones, would any mother suffer her little child to run at large in it, and pluck and eat what it might fancy? Why then should the State—the nursing-mother of its children—give them access to all and any books which the market may afford, when we know, that the literature of the present age abounds with the most baneful and pernicious works—with works which do worse than to destroy the moral life, for they substitute a depraved life in its stead.

If over all your fertile and beautiful State, you would not sow Canada thistles instead of wheat and corn, then beware that over the more precious moral domains of your youthful mind, you do not sow bad, ruinous, destructive ideas and sentiments instead of good ones.

From Hon. IRA MAYHEW, author of the work on *Universal Education*, and Superintendent of Public Instruction of Michigan.

Your Circular of the 28th of October has been received, and I fully concur with the views therein expressed.

There has been no material change in the Library system of our State, from that stated in the pamphlet edition of the School Law of 1848.

From Dr. BARNAS SEARS, now President of Brown University, and formerly Secretary of the State Board of Education of Massachusetts.

Your plan of having Town, instead of district Libraries, to be duly superintended and annually replenished, has many things to recommend it. School Libraries have often proved a failure, for the want of regular and systematic supervision, and of the interest awakened by new books and unceasing efforts.

From Hon. GEO. S. BOUTWELL, Secretary of the State Board of Education of Massachusetts.

Your communication of the 28th of October last, in regard to Town Libraries, is before me. The experience of Massachusetts is quite limited. A few years since, the State made pro-

vision for the establishment of School District Libraries, but they have not been maintained generally. It is not, however, to be inferred that the attempt was a complete failure. The books were generally read by the children, and often by the parents. Gradually these libraries have disappeared. In 1853, the Legislature authorized each town to raise money for the establishment of a public library. A few towns only have acted in the matter. There is, however, reason to think that more will soon avail themselves of the opportunity. As far as known, the results have been highly favorable.

In Groton, where I reside, about \$800 have been expended, and the library contains nine hundred volumes. In the year 1857, two thousand and eight hundred volumes were taken from the library. There are, probably, thirty cities and towns in Massachusetts, in which public libraries are established.

From Hon. HENRY S. RANDALL, formerly Secretary of State and Superintendent of Public Instruction of New York.

My views on Common School Libraries are given in a report on that subject, which I made in 1844, at the request of Col. Samuel Young, then Superintendent of Common Schools in this State; and you will find this paper in his official report of that year. I then thought, and still think, such Libraries are a vital portion of any system of popular education adapted to the wants of an intelligent and self governing people.

My official investigations and experience have amply satisfied me, that if the purchase of Libraries is made optional with the districts—the alternative being that the Library money may be diverted to the payment of teachers' wages, &c.,—the system will prove a failure. There is no doubt that a better method of selecting the books could be devised than having it done by the Trustees of the districts. On the whole, I should be much inclined to favor the plan proposed in your communication. If its details were well adjusted and carried out, I see no reason why it would not succeed, and result in a vast saving of the public money, and a vast improvement of the character of the works placed in the hands of the readers of the Common School Libraries.

From Hon. JOHN D. PHILBRICK, late State Superintendent of Common Schools of Connecticut, and now City Superintendent of Public Schools of Boston.

I have the honor to acknowledge the receipt of your circular respecting the system of School Libraries in Wisconsin. In reply, I have to say:

1. That I am strongly in favor of the establishment and maintenance of free School Libraries by State authority. Without the free Library, no system of public instruction can be considered complete. Some of my views respecting the importance of this element in a system of public schools, are contained in the report which I had the honor to submit to the Legislature of Connecticut in 1855.

2. That I am abstractly in favor of the *Town plan of School Libraries*, though in the Report referred to, I proposed the *district* plan, which was adopted, because in that State, at that time, the towns, as such, had no legal connection with the school system, and had no school officers to manage the affairs of Town Libraries. I favored the district system then from the necessity of the circumstances, and a good district system was adopted. I heartily approve the plan of Town Libraries contained in your Circular, and I have no doubt but that it is the one which will and ought to prevail wherever free schools are established.

From Hon. HENRY C. HICKOK, State Superintendent of Common Schools of Pennsylvania.

The Town School Library proposed in your Circular of Oct. 28th, I regard as every way preferable to your existing district arrangement.

From Hon. W. C. LARRABEE, State Superintendent of Public Instruction of Indiana.

I have examined carefully your plan for a State system of supplying each Town in Wisconsin with a School Library, and I highly approve of it. A system very similar has been in operation for several years in this State with very gratifying results.

From Hon. CALEB MILLS, now a Professor in Wabash College, and formerly State Superintendent of Public Instruction of Indiana.

I rejoice in the prospect of your young and growing State incorporating into its educational code the Township Library feature. It has worked well with us, and, indeed, we have more satisfactory evidence of its efficiency, as an educational instrumentality, than of any other feature of our system. The reasons for the superiority of the Township over the District Library are too obvious to escape the observation of any one who will devote to the subject a moment's thought. Had the

facts on the subject of the use of the Township Libraries in this State been properly gathered up, the year succeeding my retirement from the office of Superintendent of Public Instruction, we should have had for our own use, and that of others, the elements of our unanswerable argument in favor of the Township Library feature. I have some isolated facts on this point, relative to the experience of some townships, authorizing the belief that the Libraries were read even more the year succeeding the one reported by me than during the one I partially reported. In divers instances, the number of volumes taken out in one year, was from *one hundred to six hundred* per cent. of the whole number in the Libraries.

You will accept these hasty lines as an expression of my cordial sympathy with you in your present enterprise.

From Hon. N. BATEMAN, late Principal of the Jacksonville Female Academy, and now State Superintendent elect of Illinois.

I have just received your Circular announcing your purpose to urge the Town-plan of Libraries, upon the notice of the Legislature of your State, instead of the District plan heretofore adopted.

The objections to the latter plan seem to me unanswerable. It has worse than failed, so far as I know, wherever it has been adopted. I say, worse than failed, because while it has not secured the object intended, it has, on the other hand, by the meagre number and wretched character of the books, not only exerted a demoralizing influence upon the minds of the young, but also brought the whole system of School Libraries into utter contempt.

The reasons stated in the Circular, in favor of the plan proposed, are, I think, conclusive, and the advantages claimed could hardly fail to be secured by its adoption.

Of the right of the Legislature of a State to make such appropriations, and of the eminently beneficent and salutary effect of such legislation upon the intellectual and moral interests of the people at large, and especially of the young, there surely can be no doubt.

Good books are a blessing which we cannot afford to be deprived of—bad books are a curse. I repeat, it seems to me that the measure you suggest, is the best that can be adopted to secure the former and banish the latter.

I wish you all success in your efforts in behalf of this important branch of your public duties.

The duty of *selecting* the books is the most difficult and delicate—one that cannot be so performed as to meet the views of all. But many methods will readily suggest themselves, which are as free from objections, as the nature of the case will admit.

From Hon. ANSON SMYTH, State Commissioner of Common Schools of Ohio.

In reply to your communication and enquiries, I have to say that our experience in Ohio has been such as to commend *Township*, rather than *sub-district* Libraries. Wherever sub-district Libraries have been attempted, they have failed to realize the expectations of their friends; the books in each Library have been so few as to become objects of contempt, and from want of regard and care they have very generally been scattered, and have come to nought. The *Township* plan has proved far more successful, and, for the future, books will be distributed only to Townships.

In regard to your other point of inquiry, I feel some delicacy. From my official position it might be supposed that I would favor the plan of having books for our Libraries selected and purchased by the State School Commissioner, rather than by local school officers. Aside from all personal motives, I am decidedly in favor of this plan. The books will be selected with more care, and a deeper sense of responsibility; and they will be purchased on much more favorable terms. Much more could be said in favor of this plan, but for obvious reasons I choose to be excused from the further consideration of the subject.

I sincerely hope that the Legislature of your young and vigorous State will soon enact an efficient Library law; and that the time is not far distant, when all our North-Western States will enjoy the advantages of carefully selected and wisely managed Township Libraries.

From Hon. J. S. ADAMS, Secretary of the State Board of Education of Vermont.

I am now so pressed with work, that I can only say, that I most heartily wish you "God speed" in your plan of urging the matter of Town Libraries upon the attention of your Legislature. The establishment of such Libraries in every town will tend to occupy the minds of community, give them a taste for books, a love of knowledge, and consequently an interest in

the schools; and this *active interest in schools* is everywhere the great desideratum—for in its wake follow benefits innumerable.

From Hon. DAVID N. CAMP, late Principal of the Connecticut State Normal School, and now Superintendent of Common Schools, of Connecticut.

The Library System of Connecticut works well. The books must be approved by the School Visitors, who are generally men of intelligence and of high moral and christian character. I have drawn nearly four hundred Library orders, in a year and six months. Our plan has been in operation but a short time, and though working well, unless there were town libraries generally established, I am of opinion that, for matter of books for general reading, the town plan would be preferable.

From Hon. MATURIN L. FISHER, Superintendent of Public Instruction of Iowa.

There are as yet but few School Libraries in Iowa. The act for the Public Instruction of Iowa, passed at the last session of the Legislature, contemplates the establishment of *Township* not *District* Libraries. I recommended the Township system, for the reasons you well express in your Circular. I am happy to find that my opinion is corroborated by your judgment.

From Hon. SAMUEL S. RANDALL, long Assistant Superintendent of Public Instruction of the State of New York, and now City Superintendent of Public Schools of the City of New York.

I have perused, with great pleasure, your Circular of the 28th ult., in reference to the establishment of Town School Libraries throughout your State, and cordially approve the substitution of this system for that of District Libraries. In our State, the latter plan has been in existence for some twenty years. And although great good has undoubtedly been accomplished, by the diffusion of comparatively a few volumes in every district, yet it is manifest, that an infinitely greater amount of benefit would have been accomplished by the consolidation of the funds apportioned to these several districts of each town, and the purchase and gradual expansion of a Town Library, centrally located, and easily accessible to all. These views I have repeatedly and earnestly urged upon the Legislature, but as yet without success. I consider the funds comparatively frittered away upon a few cheap books in each district, as little better than wasted;

while by the adoption of the Township plan, large and valuable libraries would speedily spring up, the worth of which would be inappreciable to the rising generation, and to the citizens of the State generally. I sincerely trust the Legislature of Wisconsin will adopt your enlightened views and suggestions in this regard,—as I am sure they could do no act of greater and more lasting importance to the interest of Popular Education, than thus to bring within the reach of every individual and family, a well selected collection of English and American literature, keeping pace with the advancing civilization of the age, and the practical wants of the community.

From Hon. AMOS DEAN, LL. D., of Albany, N. Y., Chancellor elect of the Iowa State University, and author of the revised School Law of that State.

I have just received and read your Circular of the 28th ult., relative to Town Libraries for District Schools, and am delighted with the plan you briefly unfold. The idea of small districts providing themselves with Libraries that will be of any real value, is, in my judgment, perfectly idle. They will not, half of them, have any books at all, and those that they do have, may stand a great chance of doing more harm than good. If the quality of food that nourishes and sustains the body is at all worth attending to, much more is that which builds up and gives force to the mind, the spiritual principle. Your plan, if well matured and carried out, will place in every town a valuable and useful collection of books; with a power of increase in proportion to the ratio of increase of the population—these may, to a large extent, be the same in every town. Their selection will, of course, be of the first importance. The plan of sub-division and distribution in different sections about the town, will enable each in turn to have the benefit of the whole Library. It will thus be an ever-flowing stream, fertilizing in turn every part of the town. The discussions in the different parts of the town to which this division and these changes will naturally give rise, will necessarily keep the subject of books and libraries constantly before the minds of the people, and thus lead to a greater extent and variety of reading.

If your Legislature will carry that plan out fully, I entertain no doubt but that it will ultimately result in sending such enlightening and civilizing influences into every family, as will continually be felt more and more among your people, as time continues to move onward through his generations and centuries.

From Rev. Dr. FRANCIS WAYLAND, late President of Brown University, and author of works on *Moral Science*, *Political Economy*, *Intellectual Philosophy*, etc.

I am happy to learn, that the importance of furnishing abundance and good reading for the whole people, is now under consideration in the State of Wisconsin. Our system of general education seems to render some provision of this kind an imperative duty. To teach our people to read, is to accomplish but half our work; or, rather, to leave our work unfinished, precisely at the point where what we have done may prove a curse instead of a blessing. We can only realize the benefits of our system of general education when we not only teach the people to read, but also provide them with such reading as shall cultivate the intellect and improve the heart. When this shall have been done for our whole country, and it will be done in all the free States, a population will rise up among us such as the world has never yet seen.

Massachusetts has already taken the lead in this matter. By an act passed a few years since, every town is authorized to tax itself for the purchase and increase of a Library. The people are availing themselves of this act, and Libraries of a most valuable character are springing up in all the cities and towns of that commonwealth.

From Dr. ELIPHALET NOTT, President of Union College.

Those connected with the educational provisions of the older States, sympathise in the trials and triumphs of those connected with the educational provisions of the younger States.

The perfecting and continuance of our free institutions, depends on the intellectual and moral training of the rising generations. As the physical system can never be developed without food, so neither can the mental. But books are the appropriate aliment of the mind; and the guardians of our children, and of the Republic, are bound to furnish, in convenient localities, Libraries containing such books as are necessary for providing the future men and women of America with the means requisite for qualifying them for the performance of the duties incumbent on American citizens. And we are happy to learn, that the guardians of Wisconsin are not behind the guardians of sister States in the discharge of this important duty.

From Hon. THEODORE FRELINGHUYSEN, formerly Chancellor of the University of New York, and now President of the Rutgers College, New Jersey.

I duly received your Circular on the subject of School Libraries for every town in Wisconsin; and desiring a word from me in regard to your proposed improvement of the *Town* in place of the *District* Library. I take it for granted that your plan brings the Library *nearer* in locality to the people, and therefore I agree with your views fully and heartily. A well selected Library, excluding all books of *immoral* or doubtful tendency—and, I would add, the whole mass of romances, excepting a very few—and the less in number, the better—cannot be of too easy access to the people.

I rejoice to find your Western States giving such early attention to the cultivation of the mind. With the Bible, an open volume, on every shelf of the school, and in every window of the cottage, and a public taste for reading, and a growing desire for useful knowledge, we may hope, by the Divine blessing, that our country will hold her place among the nations.

From Hon. WASHINGTON IRVING.

I have to acknowledge the receipt of your Circular, announcing your intention to urge upon the attention of your Legislature, the adoption of a system of supplying each town in Wisconsin with a School Library of books, selected with great care.

The design you specify is admirable, and ought to be adopted in every State throughout the Union. I hope and trust you will meet with entire success.

From Hon. A. D. BACHE, author of *Education in Europe*, formerly a Professor in the University of Pennsylvania, Principal of the Philadelphia High School, and President of Girard College, and now Superintendent of the United States Coast Survey.

As requested, I have looked into your strictures upon the present plan of School Libraries of Wisconsin, and into your proposed substitute for it, and consider the arrangements which you suggest in relation to Town Libraries as highly judicious, and calculated to produce all the benefits which you claim for them.

From WM. H. PRESCOTT, the Historian.

I have received the Circular you have done me the honor to send me, and have read it with pleasure. The subject is not one which I have before had occasion to consider; but I feel no doubt that the plan you propose for supplying the School Libraries of Wisconsin would be superior to that at present established, both in regard to the character of the books selected, and economy in purchasing them. I wish your enlightened endeavors for the advancement of education, all success.

From HON. JARED SPARKS, formerly President of Harvard University.

I have perused, with great satisfaction, your plan of procuring books for School Libraries, under the immediate direction of the State government. The superiority of this plan over every other is too obvious to admit of argument. Not only a vastly better selection of books may thus be made, under the guidance and judgment of a single agency, but by a judicious system of purchasing them together, in the requisite quantities, for the various Libraries, they may be obtained at reduced prices. In fact, there is but one side to the question, and it may safely be said, that no State in the Union could more effectually promote the intellectual, moral, and religious culture of the rising generation, than by supplying them, by some permanent arrangement, with the use of valuable and well-chosen books. As you ask my opinion, I have thus expressed it freely.

From HON. EDWARD EVERETT, formerly President of Harvard University.

I am very glad to perceive, by your Circular of the 28th ult., that measures are in contemplation for supplying each town in Wisconsin with a School Library. No greater service can be rendered to the rising generation. It is in vain that children are taught to read, if they have no access to good books;—worse than in vain, if they are furnished with nothing better than the wretched trash in tawdry binding, which is carried round by the peddlers. If the State would adopt the plan of advancing to each town, for a School Library, as much as the town is willing to raise by itself, the greatest amount of good will be effected by the least burden on the State Treasury. You have my best wishes for the success of the movement.

From BAYARD TAYLOR, Esq.

My views on the subject of School Libraries are entirely in accordance with those expressed in your Circular. I cannot too strongly recommend the plan of establishing Township Libraries at the cost of the State, as has already been done on so liberal a scale by the State of Indiana. The advantages are not only those of cheapness, and permanence in the supply, but the selection of the works—on which so much of the value of all Libraries depends—would unquestionably be made with more taste and intelligence than if entrusted to so many different hands. The more our Common School system is made broad, liberal, and comprehensive in all its features, the more thoroughly and beneficently will it accomplish its mighty work.

From BENSON J. LOSSING, author of the *Field Book of the Revolution*, *Pictorial History of the United States for Schools*, *Primary History of the United States for Schools*, etc.

Feeling great interest in the subject of popular enlightenment by means of schools and public libraries, I have reflected much upon the real and ideal character of both—the real as it exists, and the ideal as I hope it may be. Surely, no subject more important than the proper education of the people can occupy the thoughts, and employ the efforts of the statesman, the patriot, and the christian. Such education lies at the basis of private and public virtue, which is the only stable foundation of a State.

Next in importance to the *School*, in the work of education, is the *Public Library*. It is a copious spring from which knowledge flows among the people. How important, then, that the waters thereof should be wholesome and invigorating! How careful should all right-minded men be to keep these fountains pure and undefiled! The most active and fruitful seeds of good and evil in our social system, are found in the literature of the day; and the wisest discrimination is necessary to separate one from the other. It is impossible—absolutely impossible—to have anything approaching to the exercise of such wise discrimination in the system of *District Libraries* as organized in some States. How can the Trustees of schools, elected for a temporary purpose, many or most of them away from centres of business and general knowledge, and engaged in absorbing pursuits, be acquainted with the character of the thousands of books that fall from the press every year? They have no data to guide them, and they are left to the mercy of pedlars and others, who go about

the country with "*sensation books*"—in other words, moral and intellectual poison, and are compelled to form their judgment from the statements of lying advertisements. This is a monster evil; and many of the Libraries of this State are crowded with books that no judicious parent would willingly allow his child to read.

In view of the importance of this matter, I heartily coincide with your expressed opinion in relation to *Town Libraries*, leaving the selection of the books to the State, through proper agents duly chosen by the people. Your State has a noble education fund—(what a burning shame it was, to pour a part of it into that sewer of corruption, called the Drainage Fund, I believe)—and it should be the business of the wisest and best men of your young and vigorous State to assist in forming a virtuous and efficient system for the establishment and maintenance of public libraries in every town in the commonwealth.

From CARL SCHURZ, Esq., Milwaukee.

The Circular which you had the kindness to send me, came into my hands but a short time ago. I have had no time since to study the details of your plan minutely; but it strikes me, that it will be a great improvement on the District Library system, which, from my own observation, I know to be complete failure in a large portion of the State. If there are no financial obstacles in the way, I trust your plan will find a great many supporters in the Legislature, and will at an early day be carried into effect.

From Rev. EDWARD COOKE, D.D., President of Lawrence University, Appleton.

Your plan for supplying Town School Libraries throughout the State meets my most hearty concurrence. It combines the following advantages over the old district systems adopted in most of the other States where anything of the kind exists:

1st. It proposes one Library for each town, for the use of all the districts in common. In this way, a better Library may be secured, and its supervision will be more efficient.

2d. It proposes a Board of competent and responsible individuals to select these Libraries, thereby securing the right kind of books to be placed in the hands of our youth. *This is a very important feature.*

Such a system, once put into operation throughout the State, would be a power for an incalculable amount of good. It would be silent moral influence constantly forming the social and intel-

lectual habits of the youth in every nook and corner of our new but rising State.

Liberal provision is already made for the support of common schools throughout our State; and an adequate fund is also set apart for the encouragement of Academies and Normal Schools. What is now wanted to complete our system of public education is, reading of the right kind for the people, such as shall form the right material for intellectual culture. Would not a portion of the Drainage Fund prove much more permanently useful to the people if expended in this way than in grubbing out roads and cutting ditches?

Of course, strong guards will have to be thrown around the plan to secure the real benefit of the people, rather than that of book agents and publishers. If all these objects can be secured, and the plan put into operation, it will, I have no doubt, prove one of the greatest blessings ever conferred upon our State.

From Rev. Dr. ROSWELL PARK, President of Racine College.

In reply to your Circular, I do not hesitate to state my decided opinion, that the system of Town Libraries which you propose, would be far more beneficial to our State than that of School District Libraries, now in operation. Especially would this be the case, and a difficulty remedied, if, where there are two or more villages in a township, the Library should be divided correspondingly, and an exchange of the portions be made annually, with permission for any townsman to take a book from either portion, under proper regulations. By Legislative action, the present District Libraries might be combined, to form the nucleus of Town Libraries; multiple copies of the same work being retained or exchanged, as might seem best.

From I. A. LAPHAM, Esq., Milwaukee.

I most heartily concur with you in the proposed movement in regard to Libraries for our public free schools. The books should be chiefly such as convey useful information, rather than mere works of amusement and pastime. All such vile books as you mention should be rigidly excluded.

A large saving may be made by the State purchasing the books from first hands, and having them sent in suitable numbers, directly to the several county seats, from whence they could easily be obtained by the town officers—thus avoiding much unnecessary expense of distribution.

From Hon. CHARLES DURKEE, Kenosha.

You suggest a remodeling of the present Library system connected with our district schools, that is, to establish Town Libraries throughout the State, instead of the present imperfect district system, and ask my opinion as to the propriety of the change.

I give you my views briefly, and with much diffidence, as they are not the result of mature reflection, nor of an extensive observation. The reasons you assign, going to show the superiority of this new proposition over the present one, seem to me to be very obvious. In my opinion then, the adoption of your views is only a question of time. If the people are now prepared to incur the expense, the sooner the change is effected, the better for the cause of education, and the welfare of the State.

From JAMES W. STRONG, Esq., of Beloit, Secretary of the State Teachers' Association of Wisconsin.

The plan proposed in your communication of the 28th ult., of "supplying each Town in Wisconsin with a School Library," "to be annually replenished by a permanent State provision for that purpose," meets my hearty approval in its main idea. The value of good Common School Libraries, to which all the children and citizens of a Town may have access, cannot be over-estimated.

Public sentiment with regard to this, seems to be advancing; and I confidently hope, that before many years shall have passed, School Libraries will be regarded not only as an addition to our educational facilities, but as a most essential requisite in the work of properly educating the young mind, and disseminating through the whole community a correct and elevating literary taste.

The question now, however, does not relate so much to the importance of School Libraries, as to the methods of securing and maintaining them. Probably no plan can be devised entirely free from objection, or respecting which great care will not be requisite in carrying out the minor provisions. A plan most excellent in its general idea, may be rendered inefficient, or indeed, quite worthless, by an unskillful arrangement of its details. It must be evident to every one who has at all observed the operation of our present system, that, however commendable its design, it entirely fails of its great object. My own observation, though limited, corroborates your statement, that only a small portion of the districts have any Libraries at all, and these are scarcely deserving the name; and, moreover, only a very

few of those books which are possessed, are ever used by either pupils or parents. These Libraries are but seldom replenished; and when they are, it is too often by the purchase of volumes which ought never to be placed in the hands of children, and which had better not be read even by adults.

Whether the Town Library system, which has the same object in view, will be more successful, will very much depend, I think, upon the wisdom of its details. I do not propose to discuss these, but will simply make one or two suggestions. Very especial care should be taken, it appears to me, in the arrangements of the plan, that it be properly guarded with respect to the selection of books. This is a vital point. I would also suggest, that selections should be made not for pupils only, but also for the teachers. Every Town Library should include a "Teachers' Library," small it may be, but select, of which those giving instruction may freely avail themselves. I know not how the scholars or the community may be reached more beneficially by the Library, than through the teachers in this way.

I am not quite prepared to approve, nor yet to oppose decidedly your idea of sub-dividing the Library, and changing the localities of the sections once in a few months. It is true that this would secure some of the peculiar advantages of a District Library, but the danger of losing the books, from having them under the charge of so many different individuals, none of whom might feel any especial or permanent responsibility, would be much increased. It does not appear to me quite safe to make thus a Circulating Library. Almost every town has some locality sufficiently central for practical purposes, where the Library could be permanently kept, and all the citizens accommodated. But still some such plan as that which has been tried in Michigan, where the Director of each district draws from the Township Library every three months, the number of volumes his district is entitled to, which, for the time being, constitutes the District Library, might prove successful, and I am not certain but that this would be the best way of making the Library available to all.

It is to be hoped, that some action will be taken upon this subject by the next Legislature, as almost any plan, it seems to me, would be preferable to our present inefficient system.

From Hon. CHARLES M. BAKER, Geneva, Walworth county.

I have just received your Circular of the 28th ult., requesting my views as to a proposition to be submitted to the next Legislature of this State to change the present School District Library system, to a Town Library system.

It appears to me that such a change is called for, and with proper guards and provisions would be eminently useful. Two desirable results would be thus produced; 1st, good selections of books; and 2d, a much larger number of volumes furnished for perusal; the effect of which should be a greater diffusion of intelligence, and that of a wider and higher range. The chief objection would be, that the facilities of access to the Library in remote districts would be less than under the present system. This in part might be obviated by granting the use of books to those living two or more miles from the Library for a longer period than to those living nearer.

From Rev. ALFRED BRUNSON, Prairie du Chien.

Your Circular in reference to the Town Library system, was received a few days since, and the contents duly considered. At the first sight the plan struck my mind favorably, and also the thought that it might be connected with existing or future formed town and city Libraries to advantage, thus giving a greater number of both books and variety, and have the whole under better municipal regulations, than to have separate Libraries in the same place.

I saw by your issuing a Circular, that you desired to feel of the public pulse on the subject, and, believing that the stronger this pulse beat, the more satisfactory to you, I submitted the Circular to "*The Literary and Library Association of Prairie du Chien*," which was incorporated last winter; and the Association at once approved of your plan, as will be seen from the annexed copy from their proceedings last night.

As you do not give the details of your plan, nor the provisions of your proposed bill, to be presented to the Legislature, but ask my opinion generally upon the subject, in addition to a favorable answer, I venture a few suggestions.

1. It must be a paramount object, to have the Library preserved as much as possible, from *waste* and *damage* in the use of it. To secure this object, it must be under the care and supervision of a suitable and trusty person; and such a person should receive *some* compensation for his time, trouble, and use of the room, as Librarian; giving the Town Superintendent the general oversight of the *Town* books, whether in one, two, or more divisions.

2. What better way to raise the means to meet this expense of Librarian, than a tax of 25 cents per quarter, or 5 or 10 cents per volume, upon those who use the books, and a fine for all damages done the books, or for detaining them longer than the prescribed rule permits?

3. Either the law should prescribe all the rules and regulations, or a Board of Directors should be elected, who should make such rules and regulations.

4. Where there is a Circulating Library already, or hereafter established in a Town, cannot this Town Library be attached to the one in existence, and be subject to the control of the same Board?

Our town is in two general divisions—upper and lower town. The Literary and Library Association is in the lower town, while a majority of the inhabitants are in the *upper* town. There is a spirit of rivalry existing between the two, and whether the upper town will agree to have *all* the Library in the lower town, is questionable; and if not, the Town Library must be divided, as the lower town will not go up town for their books, while they have over 300 volumes of their own. The upper town is in two or three school districts—the lower town in one, as yet. But the lower town has the largest and best school-house, now nearly finished, in which we contemplate a primary, intermediate, and high school to be kept.

5. The Library should be subject to as few *removals* as possible, to preserve from damage, and should be in the hands of a person whose business keeps him at home, in his shop, store, or office, as much as practicable, so as to accommodate the issue and return of books.

“At a regular meeting of the *Literary and Library Association of Prairie du Chien*, held Nov. 9th, 1858, the President, Rev. A. BRUNSON, presented a printed Circular from Hon. L. C. Draper, Superintendent of Public Instruction, dated Oct. 28, 1858, relative to a town system of Libraries, instead of District ones, as now provided for by law; whereupon, it was unanimously,

Resolved, That this Association heartily concur in the views of Mr. Draper, and recommend the adoption of the system of Town, instead of School District Libraries.

Attest:

(Signed) GEO. COUSLAND,
Secretary.

From Rev. REUBEN SMITH, Town Superintendent, Beaver Dam.

I appreciate fully the honor of being consulted on the subject of School Libraries. It is a subject on which I have thought much, and with which I have had something to do—both here and elsewhere, and I shall be happy to communicate with you, on any views I may entertain on the subject.

As to its importance, no one can entertain a doubt, who has

given any attention to the subject; and I am persuaded that his convictions will be increased as to that importance, in proportion to his experience and observation. I succeeded last year, for the first time, in procuring a Library for our principal city school, of about 70 volumes. I had *all* the work to do myself—while the *Board*—to whom (according to our present law) it exclusively belongs—barely *suffered* me to go on; and I appropriated, at discretion—as permitted—a certain amount of our annual appropriation from the State for that purpose. But I had also to make the selection, provide a book-case, cover the books, insert printed rules, and put all into *the teacher's* hands, who consented to act as Librarian. Now you will see, that in much of this, I had to act in the place of others, and that the law needs amendment. *Then things must be done by one man, or they will not be done at all.*

And now as to results already experienced. One of the popular objections against providing any Library, was—that our young people had books enough, lying on the parlor table at home, which they did not read; why then procure more? The answer is in the fact reported by our Librarian, at the close of the first six months—of these 70 volumes, there had been about 500 readings!—i. e. at the rate of 1,000 a year.

2. *As to the books selected.* I agree with you, that under our present system, they are generally worse than useless. Miserable trash, or mischievous poison—the only alleviating circumstance is, that they are so miserably bound, or so carelessly looked after, as to be out of the way in a short time. Here, again, we want amendment in our law, and stringent provision. All this should be attended to, in my opinion, by *one man*, in advisory conjunction, perhaps, with the Board of Directors, and subject, of course, to an annual report. He should be a man of large reading, good taste, sound judgment, and, above all, possessed of an honest and enlightened morality. Such service, you cannot get, or expect, in a popular Board.

I believe I may say without arrogancy, that in the Library selected by me, there is not one volume in history, biography, science, or general literature, which might not be read with propriety by a son or daughter. But it requires no small sum, to make a competent selection of this character. Ours ought to be doubled at once, and then added to every year. I have given notice, that, if I am continued Superintendent, this shall be, together with a pair of globes. We have some philosophical apparatus already.

8. Thus far, I presume, we should entirely agree; but in regard to making them *Town* instead of *District* Libraries, I submit for your consideration, some objections. On this plan,

I am confident, as before, you must have *one man* to attend to the whole; and then, it is obvious, it would require all his time, and could not be done, without a small salary. Perhaps, however, the State will provide for this; and then the question will only have to be decided, whether there would not be jealousies and collisions between the districts—and whether the whole work would be as well done, as by a proper Superintendent, and proper Librarian for each school, and more stringent laws, such as I hope we shall have.

On the whole, my prevailing view at present is, that the State should make separate appropriations for Libraries, maps, apparatus, &c., and not have it discretionary with districts whether they will have a Library or not. That a given sum should be granted to each town or city, graduated by population; or better, by the *number of scholars attending each school*—33 cents to a scholar, perhaps, would make a good beginning. In the particular regulations adopted, the State should designate the proper officers, and form of organization—whether in town or districts; and make them responsible both for books selected, and the care that is taken of them. I wish you much success in the prosecution of this important enterprise.

From Rev. J. B. PRADT, Sheboygan, formerly County Superintendent of Potter County, Penn.

Your Circular in regard to School Libraries is received, and am truly glad you have taken the matter in hand.

It has long seemed to me, that a principal defect in our management of school affairs, in this and other States, is a want of concentration of interest and effort. The little district or neighborhood Library, is a natural concomitant of the district school, and both are abortive. Town Libraries, having everything to recommend them over the smaller Libraries now contemplated, and would readily connect themselves with the idea of a Union Central School, in each town, or other municipality. The two things would mutually help each other. The location of the Library is a matter of less consequence, however, than its being called into efficient existence, and while it might properly be deposited in a Central High School-house, and thus stimulate and aid the larger pupils, and form an additional link between the people and the principal school in the town—where such school exists—it might of course be located in any other suitable place.

The divisions of a Library into sections, as you propose, might have advantages, and it would be well enough to permit this arrangement, if desired.

I am more in doubt about the matter of furnishing the books. In this, two things, it seems to me, are to be kept in view—the selection of good books, and the excitement of proper interest on the part of the people. Economy in the purchase of the books should not be overlooked. Should the State send a Library to each town *free of all expense*, and without invoking any action on their part, it is to be feared that the boon would not be properly appreciated. People take far more interest and pride in what they have got up themselves, and will take better care of that which has cost them something, than of a gratuity.

I should say, therefore, that the best plan would be for the State to provide for the selection of a judicious list of books; that a catalogue should be sent to each town; that the offer should be made to furnish each town (within certain restrictions, according to the population, or pupils in the schools,) with an amount of books equal in value to the amount which they should elect to purchase themselves. It would be very easy to indicate in the catalogue, judicious selections of books worth, one, two, five, or any number of hundred dollars, which would be sent to any town, agreeably to the prescribed rules, on receipt of *one-half the cost*.

It is to be presumed that in many towns this course would be preferred. If, however, any towns preferred to select their own books wholly or in part, though they might not always select judiciously, they would at least be confined within the limits of an unexceptionable catalogue. By suitable arrangements with the best publishers, the best books could of course be obtained at a very moderate cost.

I trust you may be successful in awakening new interest in this important instrument of public instruction, and that your suggestions will have the weight which they ought to have with the Legislature. The suggestions which I have made, accord most nearly with the Upper Canadian Library system, which seems to me, on the whole, to be the most judicious of any which I have examined. You are undoubtedly familiar with the system.

From Col. L. H. D. CRANE, of Ripon, formerly Town Superintendent of Dodgeville.

I consider the present system of District Libraries to be a perfect humbug. A State system, properly guarded might do well. You are on the right track. Elaborate the system, and if it seems practicable, and not too expensive, count me in.

From A. M. MAY, Esq., Ripon.

In reply to your Circular, concerning the establishment of Town School Libraries, I would say, that it meets my decided approval.

I have long considered the present system as almost useless; and the purchasing of books for our present Libraries almost as a throwing away of the Library money. And I consider the adoption of a Town system, or something like it, for Libraries, as the only means of accomplishing the end for which School Libraries were established.

As far as I am acquainted with District Libraries, I know of but two that are worthy of the name; and these two are in small districts; and although many districts have Libraries, (so called,) they are of a class that no parent that wishes to furnish proper food for the minds of his children, would place in their hands.

As a secondary matter: The districts of the State are now supplied with *Webster's Unabridged*; and it seems to me, that the State could do no better thing for the interests of the rising generation who attend her common schools, than to furnish each district with a copy of *Lippincott's Gazetteer*. It is a work that every teacher ought to have, but which, I am sorry to say, most of them are, or at least feel, too poor to buy; or, at least, on account of their *migrating* propensities, perhaps, they think it will not pay to get, and carry around the world with them; which evil I hope will be remedied as far as possible, by the adoption of the School System proposed at the last State Teachers' Association. But the State might furnish the districts each with a copy, and it would be a lasting benefit; or, make it one of the books of the Library spoken of. I earnestly hope the Town School Library System will be adopted.

From A. PICKETT, Esq., Principal of the Horicon High School.

I am satisfied that our present Library system, as well as our general school system, fails of proper results. I have visited many schools in the State, but have rarely seen a Library, though I think, perhaps, the fault lies most in want of vitality in our general school system.

Wherever we find either good schools or Libraries, they seem to be the offspring of individual enterprise, and not the effect of any general plan. There is, in my mind, no doubt of the superiority of your plan over the present. Yet we feel most the want of a school room Library.

From JAMES H. MAGOFFIN, Esq., Principal of the High School,
Waukesha.

Your Circular, dated Oct. 28, 1858, on the subject of School Libraries, was received last evening, and I hesitate not to reply, that my feeble voice may give its mite of encouragement to the head of our Public School System.

I am much pleased with the plan proposed. I have often wished for something of *precisely* this kind. I think, however, that instead of its being merely an *advised* plan in regard to the sub-division of the towns into sections, it should be a provision of law.

From Dr. WM. HENRY BRISBANE, of Arena.

Yours of the 28th ult. is at hand. I approve the idea of having the Town instead of the District Library System, provided we can have the Librarian appointed by the State Superintendent, with a salary of fifty-two dollars a year, so as to allow him to attend every Saturday afternoon at the Library, to receive and give out books. I would have the Librarian give bonds for the safe care of the books; and I would have him to require a deposit of some other book, until the one taken out be returned, the book on deposit being of higher value than the one taken out; or the deposit might be in money, more than the value of the book. In this way, there will be security for the return of the books.

the first of these is the fact that the *Journal* is a very old and well-known publication.

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The fifteenth is the fact that the *Journal* is a very old and well-known publication.

MORAL AND RELIGIOUS INSTRUCTION IN PUBLIC SCHOOLS.

OFFICE OF SEP'T of PUBLIC INSTRUCTION,
MADISON, Wis., May 31st, 1858.

DEAR SIR:—I duly received your favor of the 20th inst., in which you inform me, that the Board of Education of Watertown, of which you are a member, have "unanimously resolved that the reading of the Bible, and all forms of prayer, be continued." You assign, as your justification for this action, the fact that your community is composed of so many different national elements; and, in conclusion, you ask my opinion on the subject.

I very much regret that there should have occurred any serious differences of opinion in regard to the management of the public schools in your city; and, above all, do I regret that such differences should have had their origin with reference to the use of the Bible. The Constitution, very properly, I think, prohibits "sectarian instruction" in the public schools of the State; but this certainly cannot justly be construed to mean the total exclusion of the Bible from the schools, or that simply repeating the Lord's Prayer, as has been done in your public schools, or indeed uttering any other liberal, unobjectionable prayer, could, in any just sense, be regarded as sectarian. This is my view and understanding of the matter, and I feel quite confident that this is also the practical, common-sense view taken of it by the great mass of the people of Wisconsin, without any regard to sectarian connections or partialities.

You ask if the reading of the Scriptures and offering prayer are the common practice in the public schools in this State? To a considerable extent, I presume it is; perhaps almost invariably so, when in accordance with the teacher's wishes. And such, too, is the practice, to a great extent, in other portions of our own country, and in Europe. And, more than this, religious instruction is imparted in the public schools of the most enlightened countries of the world—in some of them it is sectarian, but in many it is not. In Great Britain, France, Prussia, Germany, Belgium, Holland, Bavaria, Saxony, Austria, Norway,

Sweden, and Switzerland, more or less religious instruction is given in the public schools; and even in Russia it is a national maxim, that "religious teaching constitutes the only solid foundation of all useful instruction."

No more enlightened statesman, or abler advocate for religious instruction in the public schools, has appeared in any age or country than the celebrated M. GUIZOT, who has repeatedly been chosen as the Minister of Public Instruction in France. In addressing the French Chambers, while discussing his scheme of primary education for France, he said: "You have admitted moral and religious instruction as an essential part of primary education; but, gentlemen, moral and religious instruction is not like a reading lesson, or a question in arithmetic, to be gone through at a particular hour, and then laid aside. Moral and religious instruction is a work of all hours and all times. The atmosphere of a school ought to be moral and religious, and this is the only condition on which you can have moral and religious instruction in your schools. Children reach the age in which the sciences are to be studied, but in Primary Schools, if you lay not a foundation of morality and religion, you build upon the sand. Does not the teacher open and close the school with prayer? In teaching the children to read, is it not in the Catechism? In teaching them History, is it not that of Scripture? In a word, religious instruction is mingled with all the proceedings at all hours, in a Primary School. Take heed of a fact, which was never so brightly apparent as at this day: Intellectual culture, if accompanied by moral and religious culture, produces ideas of order, and of submission to the laws, and becomes the basis of the greatness and prosperity of society. Intellectual culture alone, not so accompanied, produces principles of insubordination and disorder, and endangers the social compact." Elsewhere speaking of his bill, he observed: "By moral and religious instruction, it provides for another class of wants quite as real as the others, and which Providence has placed in the hearts of the poorest, as well as of the richest, in this world, for upholding the dignity of human life, and the protection of social order." Speaking of the teacher, and his high and important mission, he remarked: "Nothing can supply for you, the desire of faithfully doing what is right. You must be aware, that, in confiding a child to your care, every family expects that you will send him back an honest man; the country, that he will be made a good citizen. You know that virtue does not always follow in the train of knowledge; and that the lessons received by children might become dangerous to them, were they addressed exclusively to the understanding. Let the teacher, therefore, bestow his first care upon the cultivation of the morals

of his pupils. He must unceasingly endeavor to propagate and establish those imperishable principles of morality and reason—without which, universal order is in danger; and to sow in the hearts of the young those seeds of virtue and honor, which age, riper years, and the passions, will never destroy. Faith in Divine Providence, the sacredness of duty, submission to parental authority, the respect due to the laws, to the King, and to the rights of every one—such are the sentiments which the teacher will strive to develop.”

Professor STOWE, in his *Report on Elementary Instruction in Europe*, remarks: “In regard to the necessity of moral instruction and the beneficial influence of the Bible in schools, the testimony was no less explicit and uniform. I inquired of all classes of teachers, and men of every grade of religious faith, instructors in common schools, high schools, and schools of art, of professors in colleges, universities and professional seminaries, in cities and in the country, in places where there was a uniformity, and in places where there was a diversity of creeds, of believers and unbelievers, of rationalists and enthusiasts, of Catholics and Protestants; and I never found but one reply, and that was, that to leave the moral faculty uninstructed was to leave the most important part of the human mind undeveloped, and to strip education of almost everything that can make education valuable; and that the Bible, independently of the interest attending it, as containing the most ancient and influential writings ever recorded by human hands, and comprising the religious system of almost the whole of the civilized world, is in itself the best book that can be put into the hands of children, to interest, to exercise, and to unfold their intellectual and moral powers. Every teacher whom I consulted, repelled with indignation that moral instruction is not proper for schools; and spurned with contempt the allegation, that the Bible cannot be introduced into common schools without encouraging a sectarian bias in the matter of teaching; an indignation and contempt which I believe will be fully participated in by every high-minded teacher in christendom.”

Professor STOWE, speaking of the German teacher, observes: “Sometimes he calls the class around him, and relates to them, in his own language, some of the simple narratives of the Bible, or reads it to them in the words of the Bible itself, or directs one of the children to read it aloud; and then follows a friendly, familiar conversation between him and the class, respecting the narrative; their little doubts are proposed and resolved, their questions put and answered, and the teacher unfolds the moral and religious instruction to be derived from the lesson, and illustrates it by appropriate quotations from the didactic and precep-

tive parts of the Scriptures. Sometimes he explains to the class a particular virtue or vice, a truth or a duty; and after having clearly shown what it is, he takes some Bible narrative which strongly illustrates the point in discussion, reads it to them, and directs their attention to it, with special reference to the preceding narrative."

"Nothing," says HORACE MANN, "receives more attention in the Prussian schools than the Bible. It is taken up early, and studied systematically. The great events recorded in the Scriptures of the Old and New Testament; the character and lives of those wonderful men, who, from age to age, were brought upon the stage of action, and through whose agency the future history and destiny of the race were to be so much modified; and especially, those sublime views of duty and of morality which are brought to light in the Gospel, these are topics of daily and earnest inculcation in every school. To these, in some schools, is added the history of the Christian religion, in connection with contemporary civil history. So far as the Bible lessons are concerned, I can ratify the strong statements made by Prof. STOWE, in regard to the absence of sectarian instruction, or endeavors at proselytism."

LORD BROUGHAM, in pleading for a system of national education for England, exclaimed: "Shall we, calling ourselves the friends to human improvement, balance any longer upon some party interest, some sectarian punctilio, or even some refined scruple, when the means are within our reach to redeem the time, and to do that which is most blessed in the sight of God, most beneficial to man? Or shall it be said, that between the claims of contending factions in Church or in State, the Legislature stands paralyzed, and puts not forth its hand to save the people placed by Providence under its care, lest offence be given to some of the knots of theologians who bewilder its ears with their noise, as they have bewildered their own brains with their controversies? Lawgivers of England! I charge ye, have a care! Let us hope for better things. Let us hope it, through His might and under His blessing who commanded the little children to be brought unto Him, and that none of the family of mankind should be forbidden; of Him who has promised the choicest gifts of His Father's kingdom to those who in good earnest love their neighbors as themselves."

Hon. THOMAS WYSE, who was, a few years since, a distinguished Roman Catholic member of the British Parliament, in his work on *Education Reform*, thus expresses himself on this point: "What is true of individuals, is still truer of societies. A reading and writing community may be a very vicious community, if morality (not merely its theory, but its practice,) be

not as much a portion of education as reading and writing. Knowledge is only a branch of education, but it has too often been taken for the 'whole.' "When I speak of moral education," continues Mr. WYSE, "I imply religion; and when I speak of religion, I speak of Christianity. It is morality, it is conscience *par excellence*. Even in the most worldly sense, it could easily be shown that no other morality truly binds, no other education so effectually secures even the coarse and material interests of society. The economist himself would find his gain in such a system. Even if it did not exist, he should invent it. It works his most sanguine speculations of good into far surer and more rapid conclusions, than any system he could attempt to set up in its place. No system of philosophy has better consulted the mechanism of society, or joined together with a closer adaptation of all its parts, than Christianity. No legislator who is truly wise—no Christian will for a moment think—for the interests of society and religion—which are, indeed, only one,—of separating Christianity from moral education."

Mr. WYSE observes again: "In teaching religion and morality, we naturally look for the best code of both. Where is it to be found? Where, but in the Holy Scriptures? Where, but in that speaking and vivifying code, teaching by deed, and sealing its doctrines by death, are we to find that law of truth, of justice, of love, which has been the thirst and hunger of the human heart in every vicissitude of its history. From the mother to the dignitary, this ought to be the Book of Books; it should be laid by the cradle and the death-bed; it should be the companion and the counsellor, and the consoler, the Urim and Thummim, the light and the perfection of all earthly existence."

Hon. J. B. MELLER, late Superintendent of Education for Lower Canada, thus remarks in his last Annual Report: "As the moral and religious department of education has become matter of discussion, and some have proposed that we should limit our teaching in our schools to the ordinary acquirements of science, without troubling ourselves with religious education, I consider it my duty to protest in this place against the fatal tendency of such a system. The aim of education is to render men perfect, and to qualify them to fulfill their duties towards God, towards their families, towards society, and towards themselves. Every system of education having a different object would be subversive of the great principles on which society is based, and without which a nation could never become strong, or great, or prosperous. Every system of national education

ought to be, above all, moral and religious, and without this we could not have a well-ordered society."

WASHINGTON, in his Farewell Address to the American People, has left us this noble testimony in favor of Religion and Morality: "Of all the dispositions and habits which lead to political prosperity, Religion and Morality are indispensable. In vain would that man claim the tribute of patriotism, who should labor to subvert these great pillars of human happiness; these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connexions with private and public felicity. Let it simply be asked, where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths, which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition, that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle. It is substantially true, that virtue or morality is a necessary spring of popular government. The rule, indeed, extends with more or less force to every species of free government. Who, that is a sincere friend to it, can look with indifference upon attempts to shake the foundation of the fabric? Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge."

The profound intellect of DANIEL WEBSTER was especially directed to the connection of the Bible and Christianity with educational institutions, as may be seen by the following extracts from his masterly argument in the Girard College case in the Supreme Court of the United States: "I maintain," said WEBSTER, "that, in any institution for the instruction of youth, where the authority of God is disowned, and the duties of Christianity derided and despised, and its ministers shut out from all participation in its proceedings, there can no more be charity, true charity, found to exist, than evil can spring out of the Bible, error out of truth, or hatred and animosity come forth from the bosom of perfect love. * * *

"The ground taken is, that religion is not necessary to morality; that benevolence may be insured by habit, and that all the virtues may flourish, and be safely left to the chance of flourishing, without touching the waters of the living spring of religious responsibility. With him who thinks thus, what can be the value of the Christian revelation? So the Christian world has not thought; for by that Christian world, throughout

its broadest extent, it has been, and is, held as a fundamental truth, that religion is the only solid basis of morals, and that moral instruction not resting on this basis is only a building upon sand. And at what age of the Christian era have those who professed to teach the Christian religion, or believe in its authority and importance, not insisted on the absolute necessity of inculcating its principles and its precepts upon the minds of the young? In what age, by what sect, where, when, by whom, has religious truth been excluded from the education of youth? Nowhere; never. Everywhere, and at all times, it has been, and is regarded as essential. It is the essence, the vitality, of useful instruction. * * * *

"Mr. Girard says that there are such a multitude of sects, and such diversity of opinion, that he will exclude all religion and all its ministers, in order to keep the minds of the children free from clashing controversies. Now, does not this tend to subvert all belief in the utility of teaching the Christian religion to youth at all? Certainly, it is a broad and bold denial of such utility. To say that the evil resulting to youth from the differences of sects and creeds overbalances all the benefits which the best education can give them, what is this but to say that the branches of the tree of religious knowledge are so twisted, and twined, and commingled, and all run so much into and over each other, that there is therefore no remedy but to lay the axe at the root of the tree itself? It means that, and nothing less! Now, if there be anything more derogatory to the Christian religion than this, I should like to know what it is. In all this we see the attack upon religion itself, made on its ministers, its institutions, and its diversities. And that is the objection urged by all the lower and more vulgar schools of infidelity throughout the world. In all these schools, called schools of Rationalism in Germany, Socialism in England, and by various other names in various countries which they infest, this is the universal cant. The first step of all these philosophical moralists and regenerators of the human race, is to attack the agency through which religion and Christianity are administered to man. But in this there is nothing new or original. We find the same mode of attack and remark in Paine's 'Age of Reason.' We find the same view in Volney's 'Ruins of Empires.' * * *

"But this objection to the multitude and differences of sects is but the old story, the infidel argument. It is notorious that there are certain great religious truths which are admitted and believed by all Christians. All believe in the existence of a God. All believe in the immortality of the soul. All believe in the responsibility, in another world, for our conduct in this.

All believe in the divine authority of the New Testament. Dr. Paley says that a single word from the New Testament shuts up the mouth of human questioning, and excludes all human reasoning. And cannot all these great truths be taught to children without their minds being perplexed with clashing doctrines and sectarian controversies? Most certainly they can.

* * * * *

"But, it is asked, what could Mr. Girard have done? He could have done as has been done in Lombardy by the Emperor of Austria, as my learned friend has informed us, where, on a large scale, the principle is established of teaching the elementary principles of the Christian religion, of enforcing human duties by divine obligations, and carefully abstaining in all cases from interfering with sects or the inculcation of sectarian doctrines. How have they done in the schools of New England? There, as far as I am acquainted with them, the great elements of Christian truth are taught in every school. The Scriptures are read, their authority taught and enforced, their evidences explained, and prayers usually offered.

"The truth is, that those who really value Christianity, and believe in its importance, not only to the spiritual welfare of man, but to the safety and prosperity of human society, rejoice that in its revelations and its teachings there is so much which mounts above controversy, and stands on universal acknowledgment. While many things about it are disputed or are dark, they still plainly see its foundation and its main pillars; and they behold in it a sacred structure, rising up to the Heavens. They wish its general principles, and all its great truths, to be spread over the whole earth. But those who do not value Christianity, nor believe in its importance to society or individuals, cavil about sects and schisms, and ring monotonous changes upon the shallow and so often refuted objections founded on alleged variety of discordant creeds and clashing doctrines."

"We scruple not to say here," says BARNARD'S *American Journal of Education*, "that our pupils are young immortals, and we realize our duty to them in this important aspect. We open our schools with the reading of a passage of Scripture without note or comment, and we invoke the blessing of God at the commencement of each day upon the duties and labors of the day before us. It is done solemnly and seriously, and not as an unmeaning service. Nor do we hesitate to use the general precepts of religion in moral instruction; but not by a word or act, or even by implication, is one attempt made to inveigle or decoy any pupil into the meshes of any denominational net, or to carry the citadel of any heart for an external form, or a secta-

rian creed. We believe that education can never be complete without the culture of the heart. We know of no truth like Bible truth, no power like Bible power, for this purpose. We avoid, with the most scrupulous care, the propagation of any sectarian view, but if we wish a golden rule, 'All things whatsoever ye would that men should do to you, do ye even so to them,' we hesitate not to adopt it because it is in the Bible, or because the sublime precept first fell from the lips of the Redeemer of man. Nor do we hesitate to go to the Bible for those fundamental truths that lie at the foundation of all correct philosophy, and which can be derived from no other source with equal clearness, some of them from no other source at all, as the creation of the world, the Bible view of which alone can set at rest all questions on the subject of cosmogony. It is general truth, simple moral truth, as it affects our relations with and to our fellow-men, and simple religious truth, as it affects our relations to God, not controversial or controverted points, that we feel at perfect liberty to use and inculcate, because they are in consistency with the views of all sects. It is what may lead our pupils, when they grow up, to be thoughtful and examine for themselves their duties to God and man in their broadest sense. Let us take care that in our horror of sectarianism, we do not lose sight of the fact admitted by all sects, that the God of our Bible is the God of our nation, acknowledged in its foundation, acknowledged hitherto in its progress and in its rising glory. Let us not, from a dread of sectarianism, induce Him to spread his sheltering wing, and take his flight forever from our public institutions. Disastrous indeed, fatally disastrous, would such withdrawal be. We have no greater evil as a nation to fear."

Nearly all our Legislative Assemblies, and successive sessions of Congress, have, from Colonial days to the present, so far recognized a superintending Providence as to open their daily sessions with prayer. What could be more befitting both teacher and scholars, in their arduous and important avocations, than to unite, at the commencement of their daily toils, in reading a portion of the Sacred Scriptures, repeating the memorable prayer of our Lord and Savior, or otherwise humbly invoking the blessings of the Most High.

"At the meeting of the first Congress," says Webster, "there was a doubt in the minds of many of the propriety of opening the session with prayer; and the reason assigned was, as here, the great diversity of opinion and religious belief. At length Mr. SAMUEL ADAMS, with his gray hairs hanging about his shoulders, and with an impressive venerableness now seldom to be met with, (I suppose owing to the difference of habits,) rose in that assembly, and, with the air of a perfect Puritan, said that it did not become men, professing to be Christian men, who

had come together for solemn deliberation, in the hour of their extremity, to say that there was so wide a difference in their religious belief, and they could not, as one man, bow the knee in prayer to the Almighty, whose advice and assistance they hoped to obtain. Independent as he was, and an enemy to all prelacy as he was known to be, he moved that the Rev. Mr. DUCHE, of the Episcopal Church, should address the Throne of Grace in prayer.

"And John ADAMS, in a letter to his wife, says that he never saw a more moving spectacle. Mr. DUCHE read the Episcopal service of the Church of England, and then, as if moved by occasion, he broke out into extemporaneous prayer. And those men, who were then about to resort to force to obtain their rights, were moved to tears; and floods of tears, Mr ADAMS says, ran down the cheeks of the pacific Quakers who formed part of that most interesting assembly. Depend upon it, where there is a spirit of Christianity, there is a spirit which rises above forms, above ceremonies, independent of sect or creed, and the controversies of clashing doctrines."

How replete with practical wisdom and good sense were the remarks of the illustrious FRANKLIN, in the Federal Convention for the formation of our Constitution, pleading for prayer at the opening of each daily session. "Groping, as it were, in the dark," said FRANKLIN, "to find political truth, and scarce able to distinguish it when presented to us, how has it happened, Sir, that we have not hitherto once thought of humbly applying to the Father of Lights, to illuminate our understandings? In the beginning of the contest with Great Britain, when we were sensible of danger, we had daily prayer in this room for the Divine protection. Our prayers, Sir, were heard, and they were graciously answered. All of us who were engaged in the struggle must have observed frequent instances of a superintending Providence in our favor. To that kind Providence we owe this happy opportunity of consulting in peace on the means of establishing our future national felicity. And have we now forgotten that powerful friend? Or do we imagine that we no longer need his assistance? I have lived, Sir, a long time, and the longer I live, the more convincing proofs I see of this truth—that *God governs in the affairs of men.*"

It will be recollected that General TAYLOR, during his Presidency, recommended a day of humiliation, fasting, and prayer, on account of that dreadful scourge, the cholera, that then prevailed so extensively and fatally in our land. It is well known, that [the scourge ceased almost instantaneously after the observance of the day of prayer, as did the tempest on the sea of Gennesareth when the audible voice of God commanded, "Peace—be still"]

In discussing a subject of this character, many other high authorities might easily be cited in favor of the use of the Bible, and of moral and religious instruction in public schools, and of the peculiar propriety of opening their daily sessions with prayer—and all this, without necessarily having the least connection with sectarianism. Enough, I trust, on these points has already been adduced. With the weighty opinion of a WASHINGTON, a FRANKLIN, an ADAMS, a JEFFERSON, a BURKE, a BROUGHAM, a WEBSTER, a STOWE, and a MANN, among Protestants, and of a GUIZOT, a WYSE and a MEILLEUR among the enlightened educators of Catholic countries, together with the almost universal experience of this country, and my own personal observation of nearly forty years, I am unwilling to believe that any other than the happiest results would be likely to follow a discreet, un-sectarian use of the Bible in public schools, the inculcation of moral duties and obligations, and the opening of daily sessions of school with prayer.

A recognition of God as ruling in the affairs of men is substantially found in the Declaration of Independence, in the Constitution of the United States, and the Constitution of Wisconsin.* Christianity is everywhere incorporated in the law of

* The Boston *Investigator*, the avowed organ and exponent of the Free Thinkers of this country, has charged me with making a "false statement" in asserting that "a recognition of God, as ruling in the affairs of men, is substantially found in the Declaration of Independence, in the Constitution of the United States, and the Constitution of Wisconsin." The signers of the immortal Declaration of Independence expressed in that instrument their "firm reliance on the protection of Divine Providence;" and the Constitution of this State commences with the declaration, "We, the people of Wisconsin, grateful to God for our freedom," &c. So far, then, as these two State papers are concerned, they not only *substantially*, but *positively*, recognise God as ruling in the affairs of men. I was fully aware of this when I penned the sentence that the *Boston Investigator* now so boldly denies; and as the Constitution of the United States was less explicit, I made the qualification that such recognition is "*substantially* found" in those three State papers. In two of them, the recognition is positive; in the other the "*substance*" is found, as I shall proceed to show.

While the word "God" is not expressed in the Constitution of the United States, yet twice in that instrument are oaths or affirmations provided—the President being required to "*solemnly swear*" that he will faithfully perform the duties of his office and preserve, protect, and defend the Constitution; and the Senators and Representatives in Congress, members of the several State Legislatures, and all executive and judicial officers, both of the United States and of the several States, "shall be bound by oath or affirmation, to support the Constitution."

What, then, is the nature of an oath? DANIEL WEBSTER, the great expounder of the Constitution, declares, that "We hold life, liberty, and property in this country upon a system of oaths; oaths founded on a religious belief of some sort. And that system which would strike away the great substratum, destroy the safe possession of life, liberty, and property, destroy all the institutions of civil society, cannot and will not be considered as entitled to the pro-

the land. It is recognized by Congress and by State Legislatures, and by the laws they enact, as well as by all our Courts of Judicature. The recognition of the Christian Sabbath, and of the religious obligations of oaths, the incorporation of so many of the laws of God, as recorded in the Bible, into the fundamental laws of the land, and the universal respect paid to religion and religious observances, all tend to prove that the silent, yet all-powerful influences of Christianity are indissolubly in-

tection of a court of equity." Judge STORY, in his *Commentaries on the Constitution*, referring to the President's oath of office, observes: "It is a suitable pledge of his fidelity and responsibility to his country; and creates upon his conscience a deep sense of duty, *by an appeal at once, in the presence of God and man, to the most sacred and solemn sanctions which can operate on the human mind.*"

WASHINGTON presided over the Constitutional Convention, and when the oath of office as President was administered to him by Chancellor LIVINGSTON in 1789, he declared in his inaugural address, that "it would be peculiarly improper to omit, in this first official act, my fervent supplications to that ALMIGHTY BEING who rules over the universe—who presides in the councils of nations—and whose providential aids can supply every human defect, that His benediction may consecrate to the liberties and happiness of the people of the United States, a government instituted by themselves for these essential purposes; and may enable every instrument employed in its administration to execute with success the functions allotted to his charge. In tendering this homage to the GREAT AUTHOR of every public and private good, I assure myself that it expresses your sentiments not less than my own; nor those of my fellow citizens at large, less than either. No people can be bound to acknowledge and adore the invisible hand which conducts the affairs of men, more than the people of the United States. Every step by which they have advanced to the character of an independent nation, seems to have been distinguished by some token of providential agency; and in the important revolution just accomplished in the system of their united government, the tranquil deliberations, and voluntary consent of so many distinct communities, from which the event has resulted, cannot be compared with the means by which most governments have been established, without some return of pious gratitude, along with an humble anticipation of the future blessings which the past seem to presage. These reflections, arising out of the present crisis, have forced themselves too strongly on my mind to be suppressed."

President MADISON, who is regarded as the Father of the Constitution, and was the master-spirit of the Convention which formed it, observes in his first inaugural address, "We have all been encouraged to feel the guardianship and guidance of that ALMIGHTY BEING, whose power regulates the destiny of nations, whose blessings have been so conspicuously dispensed to this rising Republic." JEFFERSON, in his first inaugural address, "acknowledged and adored an over-ruling PROVIDENCE" in the affairs of men.

The Constitution of the United States recognizes God as ruling in the affairs of men, by the solemn oaths of office which it imposes; sanctioned by WASHINGTON, FRANKLIN and MADISON, who were members of the Convention which framed it; sanctioned by every successive President taking that solemn oath, administered upon the Bible; sanctioned by all the Presidents, in their inaugural addresses and annual messages; and further sanctioned by the interpretations of all our great constitutional exponents. The Constitution furthermore, at its close, recognizes "our LORD" in recording the memorable year of its formation. Thus, it will be seen, that there is substantially a recognition of God, as ruling in the affairs of men, in the Declaration of Independence, the Constitution of the United States, and the Constitution of Wisconsin.

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terwoven in our laws, and pervade all classes of society. That *God governs in the affairs of men*, was the deep conviction of the eminent philosopher, FRANKLIN; and in every thoughtful human heart there is an intuitive acquiescence in the truth of this profound remark.

"There is nothing," says WEBSTER, "that we look for with more certainty than this general principle, that Christianity is part of the law of the land. This was the case among the Puritans of New England, the Episcopalians of the Southern States, the Pennsylvania Quakers, the Baptists, the mass of the followers of Whitfield and Wesley, and the Presbyterians; all brought and all adopted this great truth, and all have sustained it. And where there is any religious sentiment among men at all, this sentiment incorporates itself with the law. *Everything declares it.* The massive cathedral of the Catholic; the Episcopalian church, with its lofty spire pointing heavenward; the plain temple of the Quaker; the log church of the hardy pioneer of the wilderness; the mementoes and the memorials around and about us; the consecrated grave-yards, their tombstones and epitaphs, their silent vaults, their mouldering contents; all attest it. *The dead prove it as well as the living.* The generation that are gone before speak to it, and pronounce it from the tomb. We feel it. All, all proclaim that Christianity, general, tolerant Christianity, Christianity independent of sects and parties, that Christianity to which the sword and fagot are unknown, general, tolerant Christianity, is the law of the land."

If it be true, then, that Christianity pervades all the ramifications of society, why should we wish alone to exclude it from the nurseries of education? It has been decided by the Vice Chancellor, in the highest court of England, that "COURTS OF EQUITY, IN THIS COUNTRY, WILL NOT SANCTION ANY SYSTEM OF EDUCATION IN WHICH RELIGION IS NOT INCLUDED." FRANKLIN said to PAINE, when advising against the publication of one of his infidel works, "*Don't unchain the tiger!* If men are so bad with all the restraining influences of the Christian religion, what would they be without them!"* JEFFERSON remarked to

* The *Boston Investigator*, in its strictures on this Circular, has seen fit to use this language: "The man who has the effrontery to assert, as he does, in the Circular of which we are speaking, that FRANKLIN wrote against one of PAINE's works which was not commenced until after the former was dead more than three years, will not be likely to be more magnanimous than intelligent." It is, nevertheless, "in the highest degree probable," as JARED SPARKS observes, that PAINE submitted to FRANKLIN a deistical manuscript as early as about 1787; and FRANKLIN's reply contains not only what I have quoted, but much more quite as pointed and significant. See Sparks' edition of the *Works of Franklin*, vol. x. p. 281, 282.

WEBSTER, "BURKE never uttered a more important truth, than when he exclaimed that a religious education was the cheapest defense of nations." A prominent secular newspaper of our country, the *New York Courier & Enquirer*, recently remarked: "It will not be denied by any man, whether religious or otherwise, that the effect of personal religion upon the individual—and, as a necessary result, upon society, which is but an aggregation of individuals—is in the highest degree happy, important and desirable. In the allaying of unruly passions, the amelioration of selfishness, the uprooting of immorality and vice, the security of life and property, the steadying of trade, the increase of industry—all these upon motives far higher and more reliable than any mercenary ones—its advantages are palpable, and are admitted on every side."

Shall it ever be deemed a sacrilege—a desecration of the noble and holy purposes of education—a blighting injury to the morals of our beloved children, to permit the teachers in the public schools of Wisconsin to read a portion of the Sacred Scriptures, offer a prayer invoking the blessing of God upon their labors and the efforts of the children committed to their charge, or repeat the Lord's Prayer, all beautiful, as it is, in its simplicity and adaptation to the wants of all; or impress upon their young and susceptible minds those incomparable teachings, derived from the Bible, touching their moral duties to their parents, to each other, to society and to God? I confess I cannot conceive how there could be any reasonable objection, any possible harm, in all this—untinctured with sectarianism as it would and should be; but, on the contrary, enduring good, in my opinion, would be the inevitable consequence.

There could be no more beautiful spectacle, none more truly ennobling, than a teacher inculcating and enforcing moral duties upon the young—love to parents, brothers, sisters, companions—love to the race of man, and love to the Giver of all good; love of country, truth, honesty and virtue—charity to the poor and unfortunate, and kindness to the brute creation;—in a word, pressing upon their attention those foundation principles which alone can make them good children, good men, good women, and good citizens. And such instructions can be imparted by the judicious teacher at suitable opportunities, without ever for a moment trenching on sectarian peculiarities.

Such is the abiding conviction, and such the practices of the civilized world. I am sure that the people of Wisconsin, who are generally conceded to possess as much virtue and intelligence as the citizens of any of their sister States, would never consent to utterly banish the Bible from their schools, and thus virtually repudiate its unequalled teachings of virtue and mo-

rality as unfit for the instruction and guidance of the children of their love—children who, at no distant day, must become the rulers and law-givers of the State, and the custodians of all that we now hold dear and sacred, our homes, our country, Christianity and the Bible.

I would not force the attendance of scholars, against their parents' or guardians' will, on the exercises of reading the Scriptures and offering prayer. The conscientious scruples of men are always deserving of respect; and no School Board, or liberal community, would wish to be arbitrary or overbearing in matters of conscience. In all such differences of opinion, there are necessarily two parties, and each have their rights; and these should be equally respected, so far as it is possible to do so. Where there are any honest objections to such exercises—and the School Board should be the judge in such cases—then it might be advisable to have these exercises conducted a little before the regular hour for opening the school, as I learn has been the case in the Watertown schools, or if in school hours, that such scholars might be permitted to retire; so that the children and wards of parents and guardians conscientiously objecting to their attendance on these exercises, might not be compelled to be present.

If a majority of the School Board prefer to have the common version of the Bible read in school, it is their right to claim their preference; if a majority prefer to have Douay or Catholic edition read, it is their equal right to have it—but, in a matter of this kind, the Board in fairness and justness should faithfully represent the wishes of the district. But let the Bible be read, whatever be the version, reverently and impressively, and the blessing of the God of the Bible will never fail to attend it.

If the teacher sees proper, with the consent or approval of the School Board, to make remarks to his school of a moral character and application, he should be extremely cautious, and not travel out of his way to lug in anything that could, even by the most fastidious, be construed into a sectarian tendency. Such conduct would be bigoted, uncalled for, and unjustifiable—a direct infringement of the Constitution, and a violation of all confidence reposed by the district in the judgment and propriety of the teacher; and would, in my opinion, be sufficient cause for his dismissal.

Thousands and tens of thousands of judicious teachers, in the Old World and the New, constantly impart moral instruction to their pupils, without ever once obtruding, or desiring to obtrude, their views or opinions upon religious tenets or sectarian differences. I should have no fear of any such narrow-minded obtrusions, and violation of good faith, in the teachers

of Wisconsin; while, on the other hand, to carry out the true spirit of moral instruction, on all suitable occasions, devoid of all sectarian tendencies, would, beyond all question, make the most enduring beneficial impressions. It would be folly, nay worse than folly, to say that no moral instruction whatever should be given in our public schools. It is done every day, in every school of the land—for nearly every text-book, from the primary reader to the higher works on philosophy, geology, and intellectual science, convey very properly more or less moral instruction, and none think of branding them as sectarian.

But, you may ask, may not a majority of the School Board, if they see fit, utterly refuse to tolerate the Bible, prayer, and moral instruction in the public school? We might obstinately and insanely refuse food for our perishing bodies, as well as for our craving immortal minds, but we should only spite and injure ourselves by so rash and suicidal an act. I have no doubt the Board might legally thrust the Bible from the school-house, and stifle the voice of prayer, for these are not among the studies specially prescribed by law; but they may very properly be regarded as among the "such other branches of education as may be determined upon by the Board," as the law allows, if the Board think proper to include them. The District Board, too, under the advice of the Superintendent of Public Instruction, have power to determine the text-books to be used; and I should ever feel bound to regard with special favor the use of the Bible in public schools, as pre-eminently first in importance among text-books for teaching the noblest principles of virtue, morality, patriotism, and good order—love and reverence for God—charity and good will to man.

Very respectfully,

LYMAN C. DRAPER,

Sup't Public Instruc'n.

TEXT BOOKS RECOMMENDED.

In this age of improved text books it is no pleasant task to commend one book or series of school books, as superior to all others of the kind. Yet it is one of the obligations imposed by law on the State Superintendent—"it shall be his duty to recommend the introduction of the most approved text books, and as far as practicable to secure a uniformity in the use of text books in the Common Schools throughout the State." "The Board in each district shall have power, *under the advice of the Superintendent of Public Instruction*, to determine what school and text books shall be used in the several branches taught in the school of such district." The law, then, makes it the "duty of the State Superintendent to *recommend*," while "the power of determining what school and text books shall be used," is vested in the District Board, under the advice of the State Superintendent. It is a further duty of the State Superintendent to *secure*, as far as practicable, a uniformity in the use of text books throughout the State. How all this can be effected, is not so easily determined.

It would be folly for the State Superintendent to recommend text books, and endeavor to secure a uniformity in their use, if the District Boards have full power to determine this matter for themselves. And if the four thousand District Boards in the State, have full control of this subject, and can select what text books they please, how can a uniformity by any possibility be secured? But this power on the part of the District Boards is plainly limited; they can only determine under the advice or recommendation of the State Superintendent. To meet this view of the case, and leave the District Boards some latitude, two kinds of text books upon the principal branches taught, are respectfully recommended in the following list.

Other series of Readers are regarded as good,—Towers', Sargent's, Town & Holbrook's, Sanders', and Lovell's; but after a careful examination of the merits of all, and consultation with several of the prominent educators of the State, preference is given to Parker & Watson's new series of National Readers, and McGuffey's Eclectic Educational series.

It has been already observed, that when different text books from those here recommended are at present in use, a sudden change might not be desirable; but as soon as the old supply is

worn out, and sooner, if the district will sanction it, let the proper change be made—for the proficiency of the scholars will greatly depend upon their having the best text books extant.

Spellers and Readers:

National Series.

McGuffey's Series.

Moral Instruction:

The Bible.

Cowdery's Moral Lessons.

Grammars:

Greene's First Lessons.

Greene's Elements of English Grammar.

Greene's Analysis.

Clark's Grammar.

Geographies:

Monteith & McNally's Series.

Warren's Geography.

Warren's Physical Geography.

Mathematics:

Davies' Arithmetics and Algebras.

Ray's Arithmetics and Algebras.

Stoddard's Intellectual Arithmetic.

Colburn's (Prof. D. B.) Arithmetic, and its Applications.

Davies' Higher Mathematics.*

Composition, &c:

Brookfield's First Book.

Quackenboss' First Lessons.

McElligott's Analyzer.

Speakers:

Northend's Little Speaker.

McGuffey's New Eclectic Speaker.

Northend's American Speaker.

Zachos' New American Speaker.

Book-keeping:

Mayhew's Practical System.

Fulton & Eastman's Book-keeping.

Histories:

Lossing's Primary U. S. History.

*Since the publication of the preceding list, *Robinson's Mathematical Series*, *Loomis' Normal Arithmetic*, and *Olmsted's Rudiments of Natural Philosophy and Astronomy*, have been examined, and found worthy of being recommended as useful text books.

Lossing's Pictorial U. S. History for Schools.
 Wilson's Outlines of General History.
 Willard's Universal History.

Outline Maps:

Pelton's.
 Mitchell's.

Drawing:

Coe's Drawing Cards.
 Otis' Drawing Books of Animals and Landscapes.

Government:

Sheppard's Constitutional Text Book.

Philosophy, &c:

Parker's Philosophy.
 Wells' Philosophy.
 Wells' Science of Common Things.
 Peterson's Familiar Science.

Chemistry:

Porter's First Book of Chemistry.
 Porter's Principles of Chemistry.
 Youman's Class Book of Chemistry.

Botany:

Wood's First Lessons.
 Wood's Class Book.
 Gray's Botanical Text Book.

Astronomy:

Kiddle's Manual.

Geology:

Hitchcock's.

Physiology, Hygiene, &c:

Loomis' Physiology.
 Mrs. Porter's "Know Thyself."
 Cutter's Physiology.

Zoology:

Mrs. Redfield's Chart of the Animal Kingdom.
 Mrs. Redfield's Zoological Science.

Music:

Bradbury's Young Melodist.
 Bradbury's School Singer.

Reference Books:

Webster's Dictionaries.
 Lippincott's Pronouncing Gazetteer of the World.
 Lippincott's Gazetteer of the United States.

School Architecture:

Barnard's *School Architecture, or Contributions to the Improvement of School Houses in the United States*, \$2.

Barnard's *Practical Illustrations of the Principles of School Architecture*—an abridgement of the preceding—price 50 cents.

Johonnot's *Country School Houses*.

* * The *School Teacher's Library* is eminently worthy of the attention of all educators. The series consists of—

Northend's *Teacher and Parent*.

Page's *Theory and Practice of Teaching*.

Mansfield on *American Education*.

De Tocqueville's *American Institutions*.

Davies' *Logic of Mathematics*.

Mayhew on *Universal Education*.

Root on *School Amusements*.

TABULAR STATEMENTS.

TABLE No. I.

SHOWING AMOUNT OF INCOME APPORTIONED.

Counties.	1861	1862	1863	1864	1865	1866	1867	1868
Adams.....	.....	.....	58 50	285 84	743 82	1,383 90	2,341 02	1,461 00
Ad Ax.....	\$83 03	162 72	204 75	452 88	715 64	1,141 00	1,464 54	1,969 75
Brown.....	757 71	722 40	706 95	1,113 12	1,389 43	1,468 60	2,006 74	3,247 50
Buffalo.....	.....	.....	.....	.....	.....	175 00	125 40	119 25
Calumet.....	191 08	273 60	310 95	642 96	868 13	966 70	1,028 96	1,491 75
Chippewa.....	.....	.....	.....	.....	62 79	123 90	219 12	103 50
Clark.....	.....	.....	.....	.....	.....	.....	47 52	64 50
Columbia.....	1,213 56	1,476 96	1,637 55	3,191 04	4,237 52	4,578 70	4,761 90	5,917 50
Crawford.....	152 97	188 16	191 25	435 23	613 41	912 80	1,240 80	1,691 25
Dane.....	2,737 11	3,272 16	3,637 85	6,567 12	7,841 50	8,312 50	7,979 40	10,350 00
Dodge.....	3,214 80	3,322 56	3,414 60	6,212 16	8,063 68	8,435 40	8,855 70	9,834 75
Door.....	.....	.....	.....	.....	.....	.....	.....	120 75
Douglas.....	.....	.....	.....	.....	.....	45 50	.....	.....
Dunn.....	.....	.....	.....	.....	.....	.....	180 18	315 75
Eau Claire.....	.....	.....	.....	.....	.....	.....	.....	261 75
Fond du Lac.....	2,133 88	2,504 16	2,652 40	4,595 04	5,837 05	6,349 00	6,667 32	8,549 25
Grant.....	2,527 73	2,780 64	2,813 40	4,888 08	5,961 95	6,246 10	6,583 34	7,854 00
Green.....	1,863 96	1,845 60	1,863 55	3,211 92	3,858 36	4,076 10	4,022 04	5,079 75
Iowa.....	1,190 18	1,688 16	1,723 95	3,063 60	3,698 97	3,659 60	3,905 22	5,064 75
Jackson.....	.....	.....	.....	.....	107 87	133 00	.....	494 25
Jefferson.....	2,555 17	2,738 40	2,805 30	5,022 72	6,262 22	6,087 20	7,702 20	9,780 00
Juneau.....	.....	.....	.....	.....	.....	.....	.....	1,746 75
Kewaunee.....	.....	.....	.....	.....	.....	.....	81 84	430 50
Kenosha.....	1,951 96	1,868 64	1,793 25	3,019 68	3,629 74	3,322 90	3,074 94	3,708 75
La Crosse.....	24 39	11 04	150 30	302 40	660 10	888 20	1,122 66	1,741 50
La Fayette.....	1,431 57	1,984 80	1,999 80	3,378 96	4,219 81	3,970 40	4,079 46	4,963 00

La Pointe.....	85 88	415 20	571 50	1,233 36	1,995 59	2,702 00	3,840 92	4,815 75
Manitowoc.....				23 04	74 86	67 90	140 58	137 25
Marathon.....	778 55	1,333 44	1,279 80	2,593 44	3,635 88	3,731 20	4,013 46	4,944 00
Marquette.....	4,998 55	4,972 80	5,047 65	9,128 83	10,576 09	10,459 40	10,311 84	13,453 50
Milwaukee.....						354 20	677 16	1,415 25
Monroe.....								
Oconto.....			135 00	230 40	358 23	332 00	145 86	279 75
Outagamie.....	179 90	373 44	410 85	702 00	1,002 22	1,066 80	1,264 75	1,764 75
Ozaukee.....			1,566 00	2,928 24	3,479 21	3,533 60	3,672 24	4,433 25
Pepin.....								
Pierce.....			23 40	70 56	106 26	244 30	324 06	288 50
Polk.....				51 12	86 13			651 00
Portage.....			71 55	152 64	383 18	498 40	710 82	168 00
Racine.....	2,485 04	2,741 76	2,849 85	4,855 68	5,789 56	5,310 20	5,940 00	1,213 50
Richland.....	143 82	218 88	255 15	514 08	753 48	1,163 60	1,651 98	6,157 50
Rock.....	3,904 80	3,702 24	3,764 25	6,320 88	7,591 15	7,734 30	7,947 72	2,245 50
St. Croix.....	19 31	140 64	90 45	174 96	287 88	347 90	498 96	10,017 75
Seneca.....	703 33	905 76	1,040 85	2,048 40	2,836 01	3,276 00	3,646 50	592 50
Shawano.....								4,656 00
Sheboygan.....	1,840 86	1,814 40	1,989 35	3,605 76	4,636 80	5,034 40	4,971 78	74 25
Trempealeau.....					60 37	98 70	188 76	6,456 00
Walworth.....	3,370 81	3,406 56	3,158 10	4,975 92	6,137 32	5,737 90	5,698 44	842 75
Washington.....	3,061 33	3,721 92	2,362 06	4,039 20	5,063 45	5,131 70	5,225 88	6,930 25
Waukesha.....	3,261 05	3,595 20	3,560 85	5,848 56	6,924 61	6,463 80	6,334 02	6,361 50
Waupaca.....		79 78	139 15	497 52	680 90	947 80	1,166 22	7,320 00
Waushara.....								2,122 50
Winnebago.....	1,179 51	1,441 92	1,426 05	2,765 52	1,033 62	1,241 80	1,673 10	2,926 50
Wood.....					3,632 16	4,028 50	4,288 02	5,361 00
							193 88	288 75
Total	47,891 35	53,703 94	55,656 20	99,192 96	125,904 94	131,772 90	141,482 26	181,158 75

TABLE No. II.
SHOWING AMOUNTS OF TAX RAISED IN EACH YEAR FOR SCHOOL PURPOSES.

Counties.	1849	1850	1851	1852	1853	1854	1855	1856	1857
Adams.....					135 00	779 00	634 55	600 00	642 64
Ad Ax.....			82 24	96 49	123 00	262 82	433 11	2,028 25	2,707 83
Brown.....		53 00	773 19	585 10	593 98	662 82	773 66	978 76	1,228 40
Buffalo.....								200 77	200 00
Calumet.....		175 45	149 12	151 48	206 00	347 10	440 03		600 00
Chippewa.....						487 50		200 00	150 00
Clark.....		1,647 41	2,698 26	2,839 15	2,761 92	3,673 29	5,992 61	1,508 87	955 00
Columbia.....	575 00	185 00	241 65	187 58	196 28	320 47	404 83	3,488 93	5,191 96
Crawford.....		2,828 50	1,630 61	1,662 00	1,813 00	3,244 37	3,920 81	4,174 25	8,016 89
Dane.....	1,509 67				1,768 10	3,159 53	4,037 83	8,327 55	4,288 81
Dodge.....	1,116 10	5,667 58	1,607 40	1,886 28					4,480 75
Door.....									1,445 00
Douglas.....							1,160 00		
Dunn.....									472 48
Fond du Lac.....	842 29	4,698 77	2,205 47	1,250 07	1,328 77	2,297 52	2,918 61	3,175 86	8,333 66
Grant.....	687 00	1,400 56	1,263 92	1,895 07	1,418 25	2,475 20	5,981 95	3,183 00	8,892 00
Green.....		1,276 81	730 00	943 00	930 00	1,615 00	1,920 20	2,105 00	2,066 52
Iowa.....	52 00	1,267 71	1,681 69	1,601 19	920 18	1,802 69	3,671 62	2,899 95	1,983 23
Jackson.....					87 80	40 00	196 70		514 85
Jefferson.....	1,125 21	2,763 43	1,442 77	1,380 00	1,809 56	2,945 15	3,141 87	3,043 60	4,203 73
Juneau.....									910 40
Kewaunee.....								580 00	425 00
Kenosha.....		2,599 92	2,480 69	2,682 26	2,586 44	3,161 73	6,614 02	6,126 83	6,720 48
La Crosse.....			133 88	402 83	309 11	340 84	315 48		1,120 46
La Fayette.....	138 00	1,989 99	937 67	1,245 00	1,022 00	1,900 00	2,192 91	2,173 97	2,172 10
La Pointe.....									

Manitowoc...	650 00	790 96	284 16	575 64	551 64	593 85	1,044 73	.....	1,808 17
Marathon...	.....	.....	.....	.....	75 00	454 50	.....	.....	1,291 00
Marquette...	.....	.....	1,817 56	1,200 00	1,530 66	1,435 48	1,832 08	1,940 80	2,007 00
Milwaukee...	1,602 75	1,732 80	7,456 87	7,535 64	7,813 70	7,412 02	9,837 04	12,221 61	14,872 64
Monroe...	.....	.....	.....	.....	.....	40 82	698 10	.....	2,020 00
Oconto...	.....	.....	.....	200 00	80 00	170 00	280 00	815 00	565 95
Outagamie...	.....	.....	528 37	501 84	337 72	652 84	1,008 92	.....	1,098 10
Osaukee...	.....	.....	.....	.....	535 60	1,181 27	1,735 39	.....	1,800 00
Pepin...	.....	.....	.....	.....	.....	.....	.....	.....	265 27
Pierce...	.....	.....	.....	.....	18 64	437 69	100 00	264 24	554 25
Polk...	.....	.....	.....	.....	130 00	100 00	.....	.....	543 80
Portage...	65 00	.....	.....	111 80	200 12	288 52	209 64	400 51	745 55
Racine...	3,777 43	2,114 48	1,694 47	2,356 31	2,661 83	3,259 64	3,521 43	3,995 91	16,132 05
Richland...	.....	.....	368 57	297 89	187 14	313 85	782 25	.....	1,145 00
Rock...	938 61	6,128 37	3,279 35	4,048 20	4,369 80	5,118 23	6,321 07	.....	7,712 05
St. Croix...	.....	8 00	64 08	85 18	198 60	388 87	265 22	.....	1,228 14
Sauk...	.....	494 20	1,405 59	1,111 71	762 80	1,415 91	1,391 92	.....	2,017 49
Shawano...	.....	.....	.....	.....	.....	.....	419 34	677 88	155 58
Sheboygan...	1,807 00	2,219 01	1,742 70	2,562 97	2,850 38	3,008 65	3,230 45	2,517 20	3,764 10
Trempealeau...	.....	.....	.....	.....	.....	112 41	19 19	469 11	658 36
Walworth...	1,936 79	6,484 04	1,895 71	2,191 62	1,578 43	2,496 00	3,068 66	2,898 95	2,849 22
Washington...	547 00	1,054 99	1,587 91	1,840 99	1,522 71	2,019 60	2,531 73	2,565 85	2,612 94
Waukesha...	812 57	2,297 48	1,790 68	1,797 60	1,775 24	2,924 28	3,402 34	.....	3,176 02
Waupaca...	.....	.....	.....	144 90	275 00	461 26	786 62	1,008 50	818 00
Waushara...	.....	.....	.....	268 00	306 13	560 24	1,128 33	.....	2,233 63
Winnebago...	130 00	1,359 97	1,888 05	1,584 59	2,412 82	2,629 65	2,987 83	8,164 13	3,964 10
Wood...	.....	.....	.....	.....	.....	.....	.....	.....	400 94
Total.....	16,932 42	51,461 38	43,567 57	46,521 88	48,446 35	66,990 13	90,192 57	72,604 88	128,161 04

TABLE No. III.

SHOWING NUMBER OF DISTRICTS IN EACH YEAR.

Counties.	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858
Adams.....					14	32	52	75	48	47
Bad Ax.....			7	8	11	13	37	49	65	67
Brown.....	6	25	17	17	15	16	28	37	40	46
Buffalo.....								2	7	18
Calumet.....	9	7	13	17	17	21	25	30	32	44
Chippewa.....						4	2		6	11
Clark.....								2	2	5
Columbia.....	41	71	82	91	98	110	109	111	119	124
Crawford.....	16	20	9	11	13	13	21	36	53	69
Dane.....	97	88	153	213	164	160	169	161	166	176
Dodge.....	132	135	147	133	134	142	138	135	131	139
Door.....									3	8
Douglass.....							2	2		2
Dunn.....									29	
Eau Clair.....									8	15
Fond du Lac.....	78	101	106	114	119	125	120	124	132	127
Grant.....	89	95	100	109	108		113	114	131	140
Green.....	70	74	79	82	83	94	93	90	98	100
Green Lake.....										45
Iowa.....		51	61	58	62	58	71	83	82	85
Jackson.....						5	7		22	29
Jefferson.....	78	88	91	89	99	93	178	106	107	89
Juneau.....									63	64
Kewaunee.....								4	6	26
Kenosha.....		61	57	58	54	54	57	49	52	52
La Crosse.....			2	19	12	15	24	26	29	34
La Fayette.....	61	64	69	69	71	77	73	76	82	83
La Pointe.....										
Manitowoc.....	7	3	23	33	39	46	62	63	69	85
Marathon.....					2	5	5	6	5	7
Marquette.....	39	50	76	62	74	82	84	90	90	44
Milwaukee.....	66	62	66	64	64	65	60	64	66	66
Monroe.....						8	15	44	54	63
Oconto.....				5	5	7	5	3	7	12
Outagamie.....			19	21	23	23	31	39	44	54
Ozaukee.....					49	54	51	53	52	49
Pepin.....										12
Pierce.....					3	1	5	10	24	26
Polk.....					3	4			4	5
Portage.....		2		2	10	21	21	30	42	56
Racine.....	123	69	54	66	66	67	58	71	62	55
Richland.....		10	14	18	21	27	45	67	71	77
Rock.....	99	104	104	114	115	108	121	122	206	203
St. Croix.....	1	2	3	6	5	9	10	13	27	30

TABLE No. III.—*continued.*

SHOWING NUMBER OF DISTRICTS IN EACH YEAR.

Counties.	1849	1850	1851	1852	1853	1854	1855	1856	1857	1858
Sauk	26	37	37	43	53	....	81	137	115	105
Shawano .....	....	....	....	....	....	....	2	2	4	2
Sheboygan	53	71	72	79	85	86	91	95	100	102
Trempealeau .....	....	....	....	....	....	3	3	7	13	15
Walworth	108	100	104	98	92	96	97	107	96	97
Washington	112	114	126	146	91	91	89	83	83	81
Waukesha	81	101	100	99	85	88	83	85	87	86
Waupaca .....	....	....	8	....	17	22	32	36	52	61
Waushara .....	....	....	....	11	33	30	42	57	59	66
Winnebago	38	53	47	50	59	58	67	62	62	65
Wood .....	....	....	....	....	....	....	....	4	7	12
Total	1430	1658	1846	2005	2068	2033	2479	2666	3014	3181

TABLE NO. IV.

SHOWING,

APPORTIONMENT OF SCHOOL FUND INCOME—1858.

Counties and Towns.	No. of Children.	Apportionment.
ADAMS—		
Adams	112	\$84 00
Chester.....	109	81 75
Dell Prairie ..	266	199 50
Easton	75	56 25
Grand Marsh.....	177	132 75
Jackson.....	114	85 50
Quincy.....	186	102 00
Richfield	72	54 00
Strong's Prairie.....	246	184 50
Springville	231	173 25
White Creek.....	96	72 00
Preston	109	81 75
New Haven.....	205	153 75
	1,948	\$1,461 00
BAD AX—		
Webster.....	88	66 00
Greenwood	106	79 50
Harmony	141	105 75
Hillsborough.....	153	114 75
Stirling	151	113 25
Viroqua	580	435 00
Forest.....	73	54 75
Whitestown.....	80	60 00
Union	34	25 50
Franklin	274	205 50
Kickapoo.....	236	177 00
Wheatland.....	169	126 75
Christiana.....	168	126 00
Jefferson	360	270 00
	2,613	1,959 75
BROWN—		
Green Bay City.....	917	687 75
Green Bay Town.....	1280	960 00
Pittsford.....	153	114 75
New Denmark.....	118	88 50
Lawrence.....	244	183 00
Howard.....	322	241 50
Depere Village.....	237	177 75
Bellevue	253	189 75
Wrights Town.....	133	99 75
Morrison	51	88 25

Counties and Towns.	No. of Children.	Apportionment.
BROWN—continued.		
Holland	187	\$102 75
Howardborough	209	158 75
Rockland	105	78 75
Depere	118	88 50
Glenmore	53	39 75
	4,330	3,247 50
BUFFALO—		
Belvidere	80	22 50
Buffalo	77	57 75
Waumundee	52	39 00
	189	119 25
CALUMET—		
Brothertown	898	291 00
Brillion	50	37 50
Charlestown	240	180 00
Lima	177	132 75
Chilton	274	205 50
New Holstein	293	219 75
Rantoul	80	60 00
Stockbridge	424	318 00
Woodville	63	47 25
	1969	1,491 75
CHIPPewa—		
Chippewa Falls	54	40 50
Eagle Point	84	63 00
	138	103 50
CLARK—		
Weston	25	18 75
Pine Valley	61	45 75
	86	64 50
CRAWFORD—		
Prairie du Chien	930	697 50
Eastman	262	198 50
Marietta	123	91 50
Seneca	188	103 50
Scott	327	245 25
Utica	158	118 50
Clayton	124	93 00
Freeman	194	145 50
	2255	1,691 25
COLUMBIA—		
Arlington	233	174 75
Caledonia	306	229 50

Counties and Towns.	No. of Children.	Apportionment.
COLUMBIA—continued.		
Courtland	365	\$273 75
Columbus	685	476 25
Dekorra	383	237 25
Ft. Winnebago	314	235 50
Fountain Prairie	886	239 50
Hampden	270	202 50
Leeds	304	228 00
Lowville	235	176 25
Lodi	414	310 50
Lewiston	339	254 25
Marcellon	356	267 00
Newport	279	209 25
Otsego	269	201 75
Pacific	104	78 00
Portage City	983	737 25
Randolph	425	318 75
Scott	314	235 50
Spring Vale	268	201 00
West Point	228	171 00
Wyocena	480	360 00
	7,890	5,917 50
DOOR—		
Otumba	161	120 75
DANE—		
Albion	359	269 25
Berry	238	178 50
Black Earth	564	423 00
Blooming Grove	186	139 50
Blue Mounds	259	194 25
Bristol	339	254 25
Burke	342	256 50
Christiana	542	406 50
Cottage Grove	471	353 25
Cross Plains	300	225 00
Dane	339	254 00
Deerfield	271	203 25
Dunkirk	599	449 25
Dunn	243	186 00
Fitchburg	420	315 00
Madison	284	198 00
Madison City	1,865	1,398 75
Medina	344	258 00
Middleton	463	347 25
Montrose	346	259 50
Oregon	441	330 75
Perry	170	127 50
Primrose	261	195 75
Pleasant Springs	439	329 25
Roxbury	414	310 50
Rutland	457	342 75

Counties and Towns.	No. of Children.	Apportionment.
DANE—continued.		
Spring Dale.....	308	\$231 00
Springfield.....	396	297 00
Sun Prairie.....	438	328 50
Vermont.....	195	148 25
Vienna.....	232	174 00
Verona.....	368	276 00
Westport.....	315	236 25
Windsor.....	271	203 25
York.....	336	252 00
	13,800	10,350 00
DODGE—		
Ashippun.....	595	448 25
Beaver Dam.....	570	427 50
Beaver Dam City.....	834	625 50
Burnett.....	370	277 50
Calamus.....	347	260 25
Chester.....	557	417 75
Clyman.....	562	421 50
Elba.....	458	342 00
Fox Lake.....	728	545 50
Herman.....	600	450 00
Hubbard.....	890	667 50
Hustisford.....	496	372 00
Le Roy.....	300	225 00
Lomira.....	470	352 50
Lowell.....	606	454 50
Oak Grove.....	745	568 75
Rubicon.....	874	655 50
Theresa.....	568	426 00
Trenton.....	638	478 50
Williamstown.....	594	445 50
Westford.....	180	135 00
Lebanon.....	555	416 25
Emmett.....	580	435 00
	18,113	9,834 75
DUNN—		
Dunn.....	42	31 50
Menomonee.....	62	46 50
Rock Creek.....	33	24 75
Spring Brook.....	100	75 00
Eau Galla.....	184	138 00
	421	315 75
Eau Claire—		
Eau Claire.....	200	150 00
Brunswick.....	46	34 50
Bridge Creek.....	53	39 75
Half Moon Lake.....	50	37 50
	349	261 75

Counties and Towns.	No. of Children.	Apportionment.
PEPIN—		
Pepin	237	\$177 75
Bear Creek	81	60 75
	318	238 50
FOND DU LAC—		
Fond du Lac City	2,040	1,530 00
Fond du Lac Town	385	283 75
Ripon	845	633 75
Waupun	671	503 25
Metomen	614	460 50
Rosendale	380	285 00
Spring Vale	450	337 50
Alto	378	283 50
Byron	410	307 50
Oakfield	442	331 50
Lamartine	424	318 00
Empire	275	206 25
Calumet	509	381 75
Taycheedah	521	390 75
Eden	429	321 75
El Dorado	406	304 50
Friendship	218	163 50
Ashford	521	390 75
Auburn	346	259 50
Forest	393	294 75
Marshfield	481	360 75
Osceola	261	195 75
	11,399	8,549 25
GRANT—		
Bee Town	447	335 25
Clifton	361	270 75
Cassville	463	347 25
Ellenborough	393	294 75
Fenimore	386	289 50
Harrison	357	267 75
Hazel Green	914	685 50
Jamestown	442	331 50
Lima	368	276 00
Little Grant	167	125 25
Liberty	120	90 00
Lancaster	731	548 25
Marion	252	189 00
Millville	597	447 75
Muscoda	289	216 75
Paris	265	198 75
Patch Grove	370	277 50
Platteville	1,071	803 25
Potosi	992	744 00
Smelzer	427	320 25
Waterloo	191	143 25
Wyalusing	208	156 00

Counties and Towns.	No. of Children.	Apportionment.
GRANT—continued.		
Wingville.....	229	\$171 75
Blue River.....	135	101 25
Hickory Grove.....	167	125 25
Waterstown.....	130	97 50
	10,472	7,854 00
GREEN—		
Clarno.....	598	444 75
Monroe.....	919	689 25
Decatur.....	491	368 25
Albany.....	424	318 00
Jefferson.....	512	384 00
Spring Grove.....	459	344 25
Sylvester.....	466	349 50
Cadiz.....	432	324 00
Mt. Pleasant.....	453	339 75
Exeter.....	367	267 75
Brooklyn.....	351	268 25
Jordan.....	339	254 25
Adams.....	217	162 75
Washington.....	314	235 50
New Glarus.....	228	171 00
York.....	218	163 50
	6,773	5,079 75
Iowa—		
Area.....	856	267 00
Clyde.....	209	156 75
Dodgeville.....	1,211	908 25
Highland.....	784	550 50
Linden.....	576	432 00
Mineral Point.....	446	334 50
Mineral Point City.....	1,249	936 75
Miffin.....	459	344 25
Pulaski.....	299	224 25
Ridgeway.....	618	468 50
Wyoming.....	268	201 00
Waldwick.....	323	246 00
	6,753	5,064 75
JACKSON—		
Albion.....	301	225 75
Alma.....	103	77 25
Bristol.....	69	51 75
Irving.....	83	62 25
Hixton.....	60	45 00
Manchester.....	43	32 25
	659	494 25

Counties and Towns.	No. of Children.	Apportionment.
JEFFERSON—		
Astalan.....	290	\$217 50
Cold Springs.....	292	219 00
Concord.....	527	395 25
Farmington.....	532	399 00
Hebron.....	368	276 00
Ixonia.....	694	520 50
Jefferson.....	1,008	756 00
Koshkonong.....	749	561 75
Lake Mills.....	533	399 75
Milford.....	522	391 50
Oakland.....	420	315 00
Palmyra.....	600	450 00
Sullivan.....	582	436 50
Waterloo.....	578	433 50
Watertown.....	930	697 50
Watertown City.....	3,537	2,652 75
Portland.....	389	291 75
Shields.....	489	366 75
	13,040	9,730 00
JUNEAU—		
Armenia.....	46	34 50
Necedah.....	87	65 25
Orange.....	49	36 75
Clearfield.....	5	3 75
Germantown.....	189	141 75
Fountain.....	107	80 25
Lisbon.....	231	173 25
Plymouth.....	116	87 00
Lindina.....	453	339 75
Lemonwier.....	330	247 50
Waucesdah.....	171	129 25
Wonewoc.....	139	104 25
Summit.....	124	93 00
Seven Mile Creek.....	143	107 25
Kildare.....	139	104 25
	2,329	1,746 75
Kewaunee—		
Kewaunee.....	145	108 75
Casco.....	130	97 50
Carlton.....	69	51 75
Wolf.....	230	172 50
	574	430 50
KENOSHA—		
Kenosha City.....	1,415	1,061 25
Pleasant Prairie.....	578	433 50
Wheatland.....	562	421 50
Bristol.....	569	381 75
Brighton.....	454	340 50
Paris.....	444	333 00

Counties and Towns.	No. of Children.	Apportionment.
KENOSHA—continued.		
Somers.....	439	329 25
Salem	544	408 00
	4,945	3,708 75
LA CROSSE—		
Onalaska.....	355	266 25
Farmington.....	254	190 50
Buchanan.....		
Berrie.....	207	155 25
Bangor.....	162	121 50
Neshonio.....	108	81 00
Burns.....	212	159 00
Greenfield.....	157	117 75
La Crosse City.....	867	650 25
	2,322	1,741 50
LA FAYETTE—		
Argyle.....	385	288 75
Belmont.....	223	167 25
Benton.....	833	624 75
Centre.....	501	375 00
Elk Grove.....	419	314 25
Fayette.....	430	322 50
Gratiot.....	361	270 75
Kendall.....	402	301 50
Monticello.....	175	131 25
New Diggings.....	577	432 75
White Oak Springs.....	272	204 00
Willow Springs.....	343	257 25
Wiota.....	619	464 25
Wayne.....	226	169 50
Shullsburg.....	879	659 25
	6,644	4,983 00
MANITOWOC—		
Centreville.....	322	241 50
Cooperstown.....	296	222 00
Eaton.....	283	216 00
Franklin.....	819	614 25
Kossuth.....	465	348 75
Manitowoc.....	980	735 00
Manitowoc Rapids.....	436	327 00
Maple Grove.....	197	147 75
Meeme.....	339	254 25
Mishicott.....	605	453 75
Newton.....	566	424 50
Rockland.....	166	124 50
Schleswig.....	130	97 50
Two Rivers.....	812	609 00
	6,421	4,815 75

Counties and Towns.	No. of Children.	Appor- tionment.
MARATHON—		
Wausau	123	\$92 25
Mosinee	60	45 00
	183	187 25
MARQUETTE—		
City of Berlin	630	510 00
Berlin	290	217 50
Brooklyn	313	234 75
Buffalo	254	190 50
Crystal Lake	197	147 75
Dayton	247	185 25
Green Lake	399	299 25
Kingston	346	259 50
Manchester	366	274 50
Marquette	182	136 50
Montello	143	107 25
Moundville	364	273 00
Mackford	460	345 00
Mecan	143	107 25
Neshkoro	132	99 00
Newton	164	123 00
Oxford	271	203 25
Packwaukee	239	179 25
Princeton	410	307 50
Pine Lake	95	71 25
St. Marie	228	171 00
Shields	216	162 00
Seneca	105	78 75
Westfield	146	109 50
Sharon	202	151 50
	6,592	4,944 00
MILWAUKEE—		
Franklin	623	471 00
Greenfield	962	736 50
Wauwatosa	956	717 00
Granville	1,057	792 75
Oak Creek	727	545 25
Lake	702	526 50
Milwaukee	1,016	762 00
Milwaukee City	11,870	8,902 50
	17,938	13,453 50
MONROE—		
Angelo	151	113 25
Adrian	178	133 50
Clifton	73	54 75
Eaton	16	12 00
Greenfield	165	123 75
Glendale	52	39 00
Leon	178	133 50
Little Falls	86	64 50

Counties and Towns.	No. of Children.	Apportionment.
MONROE—continued.		
La Fayette.....	87	\$65 25
Portland.....	119	89 25
Ridgeville.....	74	55 50
Sparta.....	444	338 00
Sheldon.....	101	75 75
Tomah.....	73	54 75
Wilton.....	90	67 50
	1,887	1,415 25
OCONTO—		
Oconto.....	192	144 00
Stiles.....	91	68 25
Marinette.....		
Pensaukee.....	90	67 50
	373	279 75
OUTAGAMIE—		
Appleton City.....	570	427 50
Bovina.....	84	63 00
Center.....	100	75 00
Ellington.....	169	128 75
Embarras.....	85	63 75
Freedom.....	212	159 00
Grand Chute.....	180	135 00
Greenville.....	202	151 50
Hortonia.....	187	140 25
Kaukana.....	396	297 00
Medina.....	168	128 00
	2,353	1,764 75
OZAUKIE—		
Belgium.....	895	671 25
Cedarburg.....	1,042	781 50
Fredonia.....	632	474 00
Grafton.....	678	508 50
Mequon.....	1,264	948 00
Port Washington.....	871	658 25
Saukville.....	529	396 75
	5,911	4,433 25
PIERCE—		
Prescott.....	387	252 75
Clifton.....	22	16 50
Oak Grove.....	84	63 00
Greenwood.....	139	104 25
Trimbelle.....	47	35 25
Diamond Bluff.....	16	12 00
Mertill.....	85	26 25
Perry.....	23	17 25

Counties and Towns.	No. of Children.	Apportionment.
PIERCE—continued.		
Pleasant Valley.....	74	\$55 50
Isabel.....	91	68 25
	868	651 00
POLK—		
Le Roy.....	176	132 00
St. Croix.....	48	36 00
	224	168 00
PORTAGE—		
Stevens Point.....	587	402 75
Plover.....	217	162 75
Stockton.....	225	168 75
Buena Vista.....	181	135 75
Almond.....	100	75 00
Pine Grove.....	87	65 25
Lanark.....	106	79 50
Amherst.....	70	52 50
New Hope.....	95	71 25
	1,618	1,218 50
RACINE—		
City of Racine.....	3,418	2,563 50
Racine.....	390	292 50
Waterford.....	496	372 00
Raymond.....	456	342 00
Yorkville.....	433	324 75
Dover.....	460	345 00
Norway.....	330	247 50
Rochester.....	329	246 75
Burlington.....	776	582 00
Mt. Pleasant.....	523	392 25
Caledonia.....	589	449 25
	8,210	6,157 50
RICHLAND—		
Akan.....		
Buena Vista.....	336	252 00
Bloom.....	223	167 25
Eagle.....	236	177 00
Forest.....	158	114 75
Henrietta.....	165	123 75
Ithaca.....	381	285 75
Marshall.....	180	135 00
Richland.....	320	240 00
Richwood.....	196	147 00
Rockbridge.....	187	140 25
Sylvan.....	130	97 50
Willow.....	102	76 50

Counties and Towns.	No. of Children.	Apportionment.
RICHLAND—continued.		
Dayton.....	152	\$114 00
Richmond.....	233	174 75
	2,994	2,245 50
St. Croix—		
Hudson.....	400	300 00
Pleasant Valley.....	56	42 00
Hammond.....	41	30 75
Rush River.....	70	52 50
Somerset.....	61	45 75
Kinnickinnic.....	45	33 75
Star Prairie.....	117	87 75
	790	592 50
Rock—		
Avon.....	405	303 75
Spring Valley.....	373	279 75
Magnolia.....	413	310 50
Union.....	682	511 50
Newark.....	453	343 50
Center.....	445	333 75
Plymouth.....	345	258 75
Porter.....	373	279 75
Beloit.....	225	168 75
Beloit City.....	1,407	1,055 25
Rock.....	433	328 50
Janesville.....	345	258 75
Janesville City.....	3,360	2,520 00
Fulton.....	665	498 75
Turtle.....	462	346 50
La Prairie.....	281	210 75
Harmony.....	318	238 50
Milton.....	543	407 25
Clinton.....	562	421 50
Bradford.....	411	308 25
Johnstown.....	434	325 50
Lima.....	411	308 25
	13,857	10,017 75
SHAWANAW—		
Matteson.....	30	22 50
Shawanaw.....	69	51 75
	99	74 25
SAUK—		
Reedsburg.....	468	351 00
Dellona.....	295	221 25
Woodland.....	125	93 75
Washington.....	278	208 50
Winfield.....	186	139 50
Westfield.....	225	168 75
Franklin.....	255	191 25

Counties and Towns.	No. of Children.	Appor- tionment.
SAUK—continued.		
Kingston.....	819	\$239 25
Greenfield.....	188	141 00
Spring Green.....	329	246 75
Merrimac.....	257	192 75
Marston.....	435	326 25
Fairfield.....	234	175 50
New Buffalo.....	529	396 75
Baraboo.....	679	509 25
Prairie du Sac.....	556	417 00
Freedom.....	400	300 00
Honey Creek.....	450	337 50
	6,208	4,656 00
SHEBOYGAN—		
Abbott.....	471	353 25
Greenbush.....	535	401 25
Herman.....	510	382 50
Holland.....	713	534 75
Lima.....	618	463 50
Lynden.....	516	387 00
Mitchell.....	308	231 00
Mosel.....	324	243 00
Plymouth.....	727	545 25
Rhine.....	363	272 25
Russell.....	112	84 00
Scott.....	434	325 50
Sheboygan.....	819	239 25
Sheboygan City.....	1,369	1,026 75
Sheboygan Falls.....	1,005	753 75
Wilson.....	284	213 00
	8,608	6,456 00
TREMPELEAU—		
Trempeleau.....	278	208 50
Gale.....	138	99 75
Arcadia.....		
Preston.....	46	84 50
Sumner.....		
	457	342 75
WALWORTH—		
Sharon.....	633	474 75
Darien.....	487	365 25
Richmond.....	328	246 00
Whitewater.....	936	702 00
Walworth.....	527	395 25
Delavan.....	818	613 50
Sugar Creek.....	437	327 75
La Grange.....	502	376 50

Counties and Towns.	No. of Children.	Appor- tionment.
WALWORTH—continued.		
Linn.....	851	\$263 25
Geneva.....	778	583 50
La Fayette.....	484	363 00
Troy.....	458	343 50
Bloomfield.....	466	349 50
Hudson.....	559	419 25
Spring Prairie.....	521	390 75
East Troy.....	603	452 25
Elkhorn.....	379	284 25
	9267	6950 25
WASHINGTON—		
Addison.....	664	498 00
Barton.....	432	324 00
Erin.....	606	454 50
Farmington.....	597	447 75
Germantown.....	1055	791 25
Hartford.....	860	645 00
Jackson.....	650	487 50
Kewaskum.....	294	220 50
Polk.....	913	684 75
Richfield.....	830	622 50
Trenton.....	604	453 00
Wayne.....	507	380 25
West Bend.....	470	352 50
	8482	6361 50
WAUKESHA—		
Brookfield.....	781	585 75
Delafield.....	475	356 25
Eagle.....	494	370 50
Genessee.....	625	468 75
Lisbon.....	556	417 00
Menomonee.....	741	555 75
Merton.....	485	363 75
Mukwanago.....	521	390 75
Muskego.....	599	449 25
New Berlin.....	691	518 25
Oconomowoc.....	770	577 50
Ottawa.....	392	294 00
Pewaukee.....	552	414 00
Summit.....	412	309 00
Vernon.....	411	308 25
Waukesha.....	1255	941 25
	9760	7320 00
WAUPACA—		
Lind.....	294	220 50
Mukwa.....	408	306 00
Iola.....	170	127 50
Waupaca.....	434	325 50
Weyauwega.....	485	363 75

Counties and Towns.	No. of Children.	Appor- tionment.
WAUPACA—continued.		
Caledonia	104	\$78 00
Scandinavia	164	123 00
Lebanon	60	45 00
Farmington	157	117 75
Dayton	286	214 50
Royalton	127	95 25
Bear Creek	42	31 50
St. Lawrence	74	55 50
Little Wolf	25	18 75
	2830	2122 50
WAUSHARA—		
Bloomfield	83	62 25
Coloma	140	105 00
Dakota	180	135 00
Deerfield	56	42 00
Hancock	159	119 25
Leon	255	191 25
Marion	179	134 25
Mount Morris	114	85 50
Oasis	139	104 25
Plainfield	309	231 75
Poyssippi	144	108 00
Richford	224	168 00
Rose	10	7 50
Sacramento	312	234 00
Saxville	216	162 00
Spring Water	166	124 50
Warren	146	109 50
Wautoma	270	202 50
	3102	2326 50
WINNEBAGO—		
Algoma	234	175 50
Black Wolf	219	164 25
Clayton	260	195 00
Neenah	509	381 75
Menasha	514	385 50
Nekimi	346	259 50
Nepeskin	308	231 00
Oshkosh	257	192 75
do City	1458	1092 00
Omro	748	561 00
Poygan	186	139 50
Rushford	630	472 50
Vinland	354	265 50
Utica	458	343 50
Winneconne	360	270 00
Winchester	275	206 25
Clayton (additional)	34	25 50
	7148	5361 00

Counties and Towns.	No. of Children.	Appor- tionment.
Wood—		
Grand Rapids	201	\$150 75
Centralia.....	56	42 00
Rudolph.....	128	96 00
	385	288 75

Total No. of Children..... 241,545

Amount Apportioned.....	\$181,158 75
“ paid for Educational Journal	1,700 00
“ paid for Dictionaries.....	600 00
“ paid Columbia County per chapter	
24 of Laws of 1858.....	48 30
“ . paid Dane Co. per same Laws....	321 42
“ paid Jackson Co. “.....	330 00
“ paid Green Co. per act approved	
March 24, 1858.....	59 40

\$184,217 87

Being, 75 cents per scholar.

TABLE No. V.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age who have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
ADAMS—	2	1	3	2	2	...	53	47	100	71	1	...	4 3-4	3-4	3 3-4	\$12 25	\$9 50
Adams.....	1	1	4	2	2	...	59	66	125	94	1	...	6 1-3	4	3 3-4	22 00	8 42
Chester.....	4	3	8	2	2	...	159	160	309	239	...	3	4 1-2	3	3	29 00	10 00
Dell Prairie.....	4	1	3	1	1	...	69	64	113	87	2	...	4 1-3	...	...	20 00	8 46
Easton.....	4	1	1	1	1	...	92	81	173	176	2	7	3	1 3-5	4 7-10	18 66	9 08
Grand Marsh.....	6	4	4	2	...	101	94	195	185	154	1	2	4 3-8	4 3-8	...	...	8 85
Jackson.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Leola.—No report	6	...	8	1	1	...	119	81	200	165	...	2	2 1-6	3 2-3	8 1-3	29 33	12 12
New Haven.....	1	1	3	...	...	44	44	44	88	79	13	1	3	3-4	3 3-4	12 25	9 25
Preston.....	5	1	3	1	1	...	86	91	177	135	...	...	4 2-3	2-3	3 2-3	28 00	11 00
Quincy.....	2	2	1	1	1	...	61	56	117	82	...	...	...	5	3 2-3	25 00	8 00
Richfield.....	5	...	3	...	...	...	10	12	22	19	...	...	...	...	3	...	12 00
Rome.....	1	1	...	...	...	...	165	161	326	232	...	...	...	11	...	18 00	9 00
Strong's Prairie.	6	...	...	...	...	...	126	107	233	191	6	2	3	3	3 1-3	20 00	10 00
Springville.....	5	3	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Verona.—No rep't	1	...	2	...	...	...	46	47	93	72	1	...	6 1-2	...	6	...	...
White Creek.....	47	31	3	14	...	...	1180	1091	2271	1796	25	17	4	3	5	21 31	9 63

TABLE No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
BROWN—cont.															
Sumico	3	...	...	...	...	52-3	90	70	160	...	...	...	5 2-3	...	16 00
Wrightstown	3	...	1	...	...	51-3	79	87	166	...	...	...	4	21 00	15 00
	46	1	5	...	...	5	2493	2283	4776	18	...	...	4	25 96	15 96
BUFFALO—															
Buffalo	1	...	...	...	...	5	60	56	116	...	...	...	5	...	25 00
Belvidere	2	...	...	...	...	71-2	76	50	126	...	...	...	...	30 00	...
Waumandee	3	...	...	...	...	9	81	46	127	1	...	...	...	15 00	14 00
Cold Springs	1	...	...	...	...	3	20	15	35	...	...	...	...	20 00	...
Cross	3	...	...	...	...	3	56	37	93	...	...	...	...	16 66	...
Gilmanston	2	...	...	...	...	3	15	16	31	...	...	...	...	...	18 00
Bloomington	6	...	2	...	...	3	66	46	112	...	...	...	...	...	16 00
	18	1	2	...	...	43-4	374	266	640	1	...	...	3 1-3	20 41	18 25
CALUMET—															
Brillion	1	...	...	...	...	7	28	27	55	4	...	...	4	31 00	16 0
Brothertown	8	1	...	...	...	7	205	194	899	...	...	...	4 1-5	26 50	10 6

Charlesown	5	...	2	...	2	61-2	121	140	261	168	3	.....	6	1	4	1	4	20 00	12 00
Chilton	7	...	2	...	1	6	201	165	366	284	4	.....	4	1	4	1	4	24 00	11 00
Harrison	8	2	...	...	...	51-3	187	122	269	140	.....	.....	5	1	5	1	5	28 12	15 46
New Holstein...	4	...	...	...	...	31-2	162	150	302	117	.....	3	1	7	8	3	2	21 25	.....
Rantoul	2	2	...	...	...	43-4	89	44	83	49	.....	.....	4	3	1	2	3	20 00	12 75
Stockbridge	6	1	...	...	...	43-4	182	194	376	248	.....	.....	3	4	5	2	4	24 66	10 00
Woodville	3	...	...	...	...	32-3	67	47	104	68	.....	.....	3	2	3	3	4	14 00	14 00
.....	44	4	6	...	3	5	1122	1073	2195	1367	11	13	4	1	2	2	3	23 28	12 65
CHIPPEWA—																			
Eagle Point	6	3	1	...	1	3	44	35	79	63	9	.....	.....	.....	.....	.....	3	.....	15 00
La Fayette	4	1	...	...	...	4	42	44	86	52	2	2	4	2	4	4	3	23 00	13 00
Chippewa Falls..	1	...	...	...	...	5	56	48	104	54	.....	.....	2	.....	2	.....	5	.....	30 00
.....	11	4	1	...	1	4	142	127	269	169	11	2	6	2	6	4	3	23 00	19 33
CLARK—																			
Weston	1	...	1	...	1	11+	21	29	50	37	1	.....	6	1	2	3	8	35 00	17 53
Pine Valley	2	1	...	1	...	11	74	47	121	57	.....	3	6	6	6	6	5	35 00	30 00
Levis	2	1	...	...	...	8	4	7	11	8	3	.....	3	.....	3	.....	8	.....	12 00
.....	5	1	2	...	2	8+	99	83	182	102	4	3	5	3	5	4	6	35 00	19 67
COLUMBIA—																			
Arlington	3	...	4	...	...	61-4	126	125	251	227	.....	11	1	7	8	4	3	24 25	13 25
Caledonia	6	...	...	...	...	6	188	149	332	225	.....	4	6	1	1	2	4	23 00	16 00
Courtland	4	...	2	...	2	71-2	206	210	416	291	12	15	7	1	4	3	4	32 00	14 00
Columbus	8	...	2	...	1	71-3	885	352	737	668	3	13	7	1	2	6	3	24 80	14 00
Dekorra	7	...	2	...	1	71-9	202	211	413	348	6	10	5	3	4	5	3	24 20	12 62
Fountain Prairie	6	...	5	...	...	.....	207	219	426	336	4	12	5	3	1	3	4	27 60	13 12

TABLE No. V.—*continued.*

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts, which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in town, over 4 and under 20 years of age.	No. of Children over 4 years of age who have attended School.	No. of Children under 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.	
COLUMBIA—cont.	124	5 65	2	21	6	4526	4361	8887	6376	79	151	5	3 1-2	4	24 47	13 70	
Ft. Winnebago...	6	2	4	1	2	151	133	284	281	6	9	5 1-2	1	1	4 1-2	\$21 25	\$14 43
Hampden	6	...	4	...	8 1/2	170	165	344	194	3	5	6	4 1-2	3 1-2	21 50	11 50	
Leeds	5	...	1	...	6 1/2	147	175	322	205	6	12	4 2-5	35-6	25-6	23 25	13 10	
Lewville	6	...	2	...	1	155	129	284	177	...	4	5 1-2	2	2 1-5	18 00	10 86	
Lodi	5	5	5	...	4	239	232	461	338	8	8	4	3 2-3	35-9	22 33	12 77	
Lewiston,	10	1	9	...	6	197	188	385	239	1	...	5	3	3 1-2	22 00	16 50	
Marcellon	5	...	7	...	2	207	195	402	384	1	8	4 1-2	3 1-2	4 1-2	24 00	8 00	
Newport	5	...	1	...	6	209	173	382	200	...	...	...	2 2-5	33-5	19 00	16 00
Otsego	6	...	1	...	4 1/2	220	195	415	283	2	5	2 4-5	3 1-3	3 1-3	24 00	13 83	
Pacific	5	1	1	...	5 1/2	69	62	121	120	3	1	5 1-2	4 1-2	3	28 00	16 75	
Portage	3	...	1	...	10 1/2	528	553	1081	830	...	...	6	9 1-2	4	42 80	20 00
Randolph	5	4	4	...	7 1/2	210	221	431	304	7	7	3 1-9	4	4 3-7	25 38	15 00	
Scott	4	1	5	1	3	168	164	392	320	9	9	6 2-5	32-7	36-7	21 33	10 33	
Spring Vale	6	...	1	...	6	154	143	302	216	2	2	8	1 1-6	36-6	23 00	14 00	
West Point	5	...	3	...	1	142	124	266	200	5	5	...	4	2 1-2	18 00	14 00	
Wycocena	8	...	1	...	7 1/2	252	248	500	...	1	...	5 4-5	2	12-8	28 65	11 52	

CRAWFORD—

	10	8	..	.....	3	117	95	212	102	1	1	8-4	8	.....	\$18 00	\$ 9 50
Marietta	7	...	2	.....	3	116	123	239	158	1	...	3	6	2 4-7	16 00	10 00
Utica	8	1	3	3	3 1-3	124	127	251	177	3	6	2 1-22	3	3 1-3	22 00	11 55
Freeman	5	1	3	3	3 5-4-5	184	126	260	177	1	.....	5	1 2-7	3	22 00	12 47
Eastman	5	2	.....	.....	3	51	45	96	41	1	.....	9	3	6	26 00	16 00
Waureika	8	1	1	1	6 2-3	452	424	876	433	10	.....	4 7-12	4 3-5	4 1-2	33 00	28 50
Prairie du Chien ..	8	1	1	1	3 1-4	146	124	270	126	4	1	8 1-8	8	3 1-8	22 00	10 81
Clayton ..	8	1	4	1	4 6	151	111	262	168	2	.....	3 1-8	3	3 1-3	21 00	11 72
Seneca	10	.....	3	2	3 6 1-3	176	152	328	328	2	6	4 1-3	1 1-2	4 1-2	21 00	10 46
Scott	69	9	17	11	13	4	1827	2794	1641	25	13	4	3 1-2	3 1-2	\$22 33	\$18 42
DANE—																
Albion	7	...	3	.....	7	216	203	419	330	5	24	5	2 1-2	5	\$24 33	\$10 63
Black Earth	4	...	3	.....	5 1-2	175	167	342	230	.....	.....	4 1-2	1 1-4	4 1-4	36 50	18 25
Blooming Grove ..	4	...	2	.....	6 1-2	129	132	261	163	1	.....	3 1-2	2	4 1-2	19 33	11 25
Blue Mounds	4	...	2	.....	7	152	129	281	191	5	4	7 1-4	3 1-4	3 3-4	21 00	10 00
Bristol	6	...	3	.....	1 6 5-9	226	220	446	267	12	5	8	3	3 5-9	20 29	13 17
Burke	4	...	3	.....	1 7 2-3	182	148	330	256	1	2	.....	3 1-2	4 1-6	22 05	18 88
Christiana	5	...	3	.....	1 10	346	232	578	512	.....	.....	5 1-3	4	6	20 00	12 00
Cottage Grove	6	...	4	.....	4 6 1-3	257	235	492	354	.....	.....	5 3-4	2 3-4	3 1-2	19 77	12 66
Cross Plains	6	...	1	.....	7	195	179	374	198	6	8	6 2-3	3 1-2	3 1-2	18 00	12 00
Dane	5	...	5	.....	7 6 1-2	185	182	367	338	4	8	5 2-3	3	3 1-2	17 50	12 10
Deerfield	4	...	4	.....	9 1-2	167	169	336	205	6	9	8 1-6	3 1-2	6	22 00	13 50
Dunkirk	7	...	5	.....	2 3 1-2	297	296	693	223	6	25	6	4	4 1-2	20 00	10 00
Dunn	3	...	4	.....	2 8	173	158	331	228	5	5	4 1-2	4	3 1-2	23 90	12 10
Fitchburg	8	...	2	.....	1 3	245	182	427	318	3	5	4 2-3	4	3 1-2	24 00	10 40
Madison	5	1	3	1	2 11	117	107	224	170	.....	.....	8 3-4	4	7 3-5	27 50	16 40
Madison City	1	...	.....	.....	10 1	1008	1136	2144	1143	5	14	10	.....	.....	75 00	30 00
Medina	6	...	4	.....	1 6 1-4	21	195	405	302	4	8	4 1-10	2	4 1-4	18 00	11 50
Middleton	7	...	3	.....	1 6 1-2	238	216	464	351	3	8	5	3	3 1-2	27 00	13 00
Montrose	5	...	2	.....	2 8	171	169	340	318	4	16	3	4	4	25 00	11 00
Oregon	9	...	1	.....	3	236	215	451	401	13	10	4	4	4	25 00	16 00
Perry	2	...	3	.....	1 10	119	108	237	147	.....	.....	3	5	5	18 80	16 00

TABLE No. V.—*continued.*

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
DANE—<i>continued.</i>	176	5	97	6	46	7	7866	7216	15082	10102	117	289	48-4	31-4	\$24 29	\$18 78
Primrose.....	4	...	4	...	2	5	205	144	349	194	4	3	23-4	21-4	\$18 00	\$15 40
Pleasant Springs.	5	...	2	...	...	71-2	271	227	498	209	2	88-4	81-2	4	22 00	13 00
Roxbury.....	6	...	2	...	...	1	236	201	437	202	2	41-2	32-3	31-3	23 25	15 00
Rutland.....	6	...	2	...	2	64-5	261	196	457	413	3	53-4	32-5	32-5	23 38	10 94
Ray.....	3	...	2	...	...	95-6	159	146	305	235	3	...	41-3	61-2	30 16	16 71
Spring Dale.....	3	...	2	...	...	1	162	156	318	188	4	...	32-3	21-3	22 33	14 00
Springfield.....	4	...	5	...	3	51-2	214	190	404	268	1	81-2	2	3	23 00	14 30
Sun Prairie.....	4	...	4	1	1	51-2	180	193	378	278	2	6	21-2	8	22 00	12 60
Vermont.....	3	...	...	...	...	81-3	116	88	204	112	1	3	3	61-3	23 00	14 66
Vienna.....	2	...	4	1	3	8	122	96	218	182	3	72-3	48-8	81-3	24 50	13 75
Verona.....	6	...	...	...	...	81-8	230	298	468	329	1	61-3	35-8	41-2	26 60	18 62
Westport.....	4	2	3	2	...	114	164	142	306	274	...	6	51-2	61-4	24 00	19 00
Windsor.....	4	1	3	1	2	8	172	168	340	225	...	61-2	43-4	81-4	24 50	12 50
York.....	5	...	6	...	4	72-9	217	161	378	261	7	8	31-3	38-9	21 06	8 89
Berry.....	5	1	...	...	...	63-4	113	92	205	96	1	53-4	3	23-4	26 86	15 64

TABLE NO. V.—*continued.*

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months School have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	No. of Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Average No. Months Schools have been taught by a Male Teacher.	Average No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
DOUGLASS—																
Superior.....	2	...	...	...	81-2	75	99	174	148	.....	.....	4	5	5	\$50 00	\$29 00
DUNN—																
Menomonee.....	2	...	...	...	31-4	30	30	60	59	.....	.....	18-4	3	81-4	28 00	\$16 00
Dunn.....	4	...	2	1	3	49	62	111	86	7	.....	3	.....	3	.....	18 20
Eau Galla.....	1	...	1	...	61-4	26	30	56	43	.....	.....	41-2	41-2	4	22 00	10 00
Rock Creek.....	5	...	...	...	3	55	32	87	54	2	.....	21-3	.....	3	.....	14 66
Spring Brook....	4	...	...	...	4	78	61	139	139	3	1	31-4	3-4	3	83 83	13 00
EAU CLAIRE—																
Bridge Creek....	8	...	...	3	4	51	41	92	79	1	.....	35-18	3	8	\$20 00	\$16 66
Eau Claire.....	7	2	...	4	48-4	155	119	274	133	1	6	.....	1-2	41-5	40 00	20 50
Brunswick.....	1	...	...	...	31-2	36	27	63	29	.....	.....	25-7	.....	81-2	.....	22 00
Half Moon.....	4	...	...	2	5	68	63	131	94	.....	.....	5	31-2	31-2	\$7 50	28 00
	15	2	...	9	41-4	310	250	560	384	2	6	31-2	21-3	81-2	\$32 50	\$ 1 79

TABLE No. V.—*continued.*

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught under 20 years of age.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
GRANT—continued																
Pennimore.....	9	...	3	...	1	280	230	510	404	3	3	7	2	5	\$22 00	\$12 00
Harrison.....	7	...	2	...	...	233	186	418	291	3	3	6	3	4	14 00	11 00
Haale Green.....	7	...	...	...	...	617	441	958	...	5	5	4	5	4	83 00	19 00
Hickory Grove.....	8	...	3	...	1	103	98	193	189	...	...	6	6	4	19 00	12 00
Jamestown.....	4	...	...	...	...	282	244	476	252	8	2	3	7	3	86 00	18 00
Lancaster.....	10	...	5	...	1	368	343	716	490	2	2	7	5	7	26 00	17 00
Liberty.....	4	...	3	...	...	104	68	172	155	2	2	6	4	4	18 00	13 00
Lima.....	5	...	4	...	2	208	191	399	300	6	6	6	4	3	23 00	15 00
Little Grant.....	2	...	4	...	3	107	81	188	139	2	2	6	4	4	22 00	12 00
Marion.....	4	...	1	...	...	178	147	320	233	2	2	5	4	5	25 00	13 00
Millville.....	11	...	3	...	7	321	298	619	465	9	9	6	4	4	23 00	12 00
Muscoda.....	4	...	2	...	...	127	119	246	164	3	3	4	5	6	37 00	10 00
Paris.....	4	...	1	...	...	137	126	263	175	6	6	5	6	6	25 00	...
Patch Grove.....	4	...	3	...	1	216	186	402	230	6	6	5	6	4	24 00	16 00
Plattville.....	8	...	1	...	...	542	496	1036	635	...	...	6	3	3	30 00	20 00
Potosi.....	5	...	4	...	2	508	495	1003	663	...	...	5	3	2	25 00	16 00
Smelter.....	5	...	2	...	1	264	195	459	298	9	9	5	5	5	80 00	27 00
Wingville.....	6	...	4	...	3	129	111	240	200	4	4	2	5	3	27 00	20 00
Watertown.....	4	...	...	...	...	76	63	189	66	3	3	9	4	6	20 00	12 00

Wyalusing.....	8	...	...	...	5	107	105	212	148	.....	5	5	3	4	...	\$25 00	\$12 00
Waterloo.....	4	...	3	...	5	110	88	198	95	...	8	3	4	4	...	24 00	11 00
	140	...	64	...	28	51-2	5802	11010	6882	85	69	5	4	4	...	\$24 07	\$13 50
GREEN—																	
Albany.....	6	...	3	...	2	9	255	486	407	15	11	.....	4	6	...	\$27 70	\$13 90
Adams.....	6	...	1	...	...	91-3	150	249	141	.....	...	.....	...	...	...	15 00	8 00
Clarno.....	8	...	1	...	...	63-4	350	682	449	.....	4	.....	36-8	31-5	...	25 83	14 12
Brooklyn.....	5	...	5	...	4	81-2	199	196	395	7	17	.....	86-7	45-9	...	21 13	10 82
Ereter.....	7	...	3	...	1	61-2	186	189	355	5	8	61-2	2	41-2	...	23 75	9 64
Decatur.....	9	...	1	...	...	62-3	300	289	589	4	12	21-9	3	31-3	...	27 50	12 80
Jefferson...	7	...	2	...	3	62 3	296	263	559	6	18	41-9	8	32-3	...	21 69	13 00
Jordan.....	5	...	2	...	2	6	179	174	358	6	5	8	3	8	...	22 00	10 00
Mt. Pleasant...	7	...	3	...	1	72-8	247	197	444	8	6	.....	39-7	42-9	...	25 43	11 56
Monroe.....	7	...	5	...	1	71-2	458	461	919	1	3	41-2	3	31-2	...	26 00	16 38
New Glarus.....	8	...	4	...	1	8	165	137	802	1	3	41-2	41-2	81-2	...	18 50	15 00
Sylvester.....	8	...	4	...	2	61-4	258	226	484	60	...	41-2	3	81-4	...	25 00	12 00
Spring Grove...	8	...	1	...	6	257	226	483	488	4	17	8	8	3	...	24 00	12 00
Washington.....	5	...	4	...	2	8	178	129	807	5	16	8	4	4	...	23 00	12 00
York.....	2	...	3	...	2	...	122	105	228	12	7	4	4	.....	...	20 00	12 00
Cadiz.....	7	...	2	...	1	7	244	201	445	.....	...	7	4	3	...	24 00	12 00
	100	...	46	2	22	63-4	8344	3486	5471	184	191	5	3	81-2	...	\$28 16	\$12 18
GREEN LAKE—																	
City of Berlin...	1	...	...	...	...	7	338	869	708	1	.....	7	7	7	...	\$70 00	\$28 00
Berlin.....	3	...	4	...	3	71-2	180	203	383	...	4	51-2	845	46-7	...	25 05	11 88
Brooklyn.....	3	...	7	...	4	71-4	197	196	393	5	6	71-4	4	4	...	25 00	12 00
Dayton.....	2	...	5	...	3	71-7	152	127	279	.....	1	4	3	41-6	...	26 75	14 85
Green Lake.....	7	...	6	...	2	61-2	222	197	419	2	6	42-3	21-3	3	...	24 50	12 71
Kingston.....	5	...	2	...	1	7	179	167	346	21	.....	7	4	8	...	26 25	12 00
Mackford.....	5	...	4	...	1	8	219	164	383	18	12	31-3	81-2	41-4	...	25 87	13 12
Manchester.....	7	...	2	61-2	207	181	388	12	2	5	81-4	41-4	...	23 18	9 83

TABLE NO. V.—continued.

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GREEN LAKE—cont.																
Marquette	2	74	110	91	201	141	3	4	9 2-5	3 1-2	2 2-3	\$24 00	\$14 33
Markesan Village	1	9	58	69	127	74	9	20 00	...
Princeton	5	...	5	2	7	312	280	592	600	5	10	4	3 1-2	4 1-2	28 00	12 50
Seneca	2	...	2	...	1	88	63	151	115	...	1	6	3	7	9 00	13 00
Ste. Marie	2	...	4	3	6	140	89	229	192	5	3	6 1-3	1 2-3	1-3	25 00	13 75
	45	...	41	20	7	2402	2186	4588	3649	72	49	5 3-4	3 1-2	4 3-4	\$27 00	\$12 88
IOWA—																
Arena	11	3	5	3	54-5	205	187	392	285	3	3	2 3-4	1 8-4	3 3-4	\$24 00	\$15 13
Clyde	4	...	2	...	63-5	109	112	221	200	18 00	14 00
Dodgeville	9	...	2	...	61-5	613	647	1260	809	3	2	6 1-7	2 1-2	4 1-3	27 87	20 00
Highland	10	...	2	...	5	421	389	810	610	5	5	4	3	2	25 00	18 00
Linden	7	51-2	349	290	639	357	2	4	4	4 1-2	4	29 60	14 10
Miffin	8	51-8	270	180	450	324	1	7	5 1-8	3 1-4	1 7-8	26 00	19 20
Mineral Point...	6	...	2	...	61-8	270	238	503	261	1	3	4 5-8	1 5-8	4 1-2	25 75	19 67
Mineral Pt. City	1	1	91-2	617	592	1203	673	13	...	4 1-4	9 1-2	10	50 00	25 00
Pulaski	5	...	2	2	63-7	131	160	341	265	1	4	6 3-7	3 1-7	3 2-7	25 00	12 33

TABLE No. V.—continued.

Names of Counties and Towns.	JEFFERSON, cont.										No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts which have not reported.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.	
	5	6	7	8	9	10	11	12	13	14																		
Waterbury city	89	76	82	8	4701	198	204	2019	1064	7298	123	123	5	534	41-2	8	51-2	41-2	23 55	11 52	15 50	10 00	7 68	10 00	12 00	12 00	12 00	12 00
Armenia	2	1	1	5	41	76	71	72	40	40	4	4	2	10	61-2	1	3	9	22 00	15 50	15 50	10 00	7 68	10 00	12 00	12 00	12 00	12 00
Necoda	2	2	2	5	36	36	27	63	64	64	4	4	2	6	61-2	3	3	6	20 00	10 00	10 00	10 00	7 68	10 00	12 00	12 00	12 00	12 00
Orange	2	2	2	5	13	13	11	24	24	24	5	5	2	6	61-2	4	4	12	28 00	7 68	10 00	10 00	7 68	10 00	12 00	12 00	12 00	12 00
Clearfield	1	1	1	5	108	108	116	224	176	176	6	6	2	6	61-2	4	4	4	16 00	10 00	10 00	10 00	7 68	10 00	12 00	12 00	12 00	12 00
German town	6	1	2	5	143	143	130	273	172	172	1	1	2	4	31-2	3	3	3	25 00	12 00	12 00	10 00	7 68	10 00	12 00	12 00	12 00	12 00
Lisbon	3	1	2	5	64	64	56	120	92	92	6	6	8	8	61-2	5	5	3	22 00	12 00	12 00	10 00	7 68	10 00	12 00	12 00	12 00	12 00
Fountain	4	2	2	5	90	90	73	163	139	139	3	3	8	8	61-2	6	6	3	19 00	10 00	10 00	10 00	7 68	10 00	12 00	12 00	12 00	12 00
Plymouth	7	2	2	5	257	257	256	513	370	370	8	8	8	8	61-2	5	5	3	23 55	10 00	10 00	10 00	7 68	10 00	12 00	12 00	12 00	12 00
Lindina	4	4	4	5	31-3	31-3	31-3	378	411	411	1	1	2	2	41-3	2	2	2	23 55	10 00	10 00	10 00	7 68	10 00	12 00	12 00	12 00	12 00
Lemonnier	7	3	3	5	191	191	187	378	411	411	1	1	2	2	41-3	2	2	2	23 55	10 00	10 00	10 00	7 68	10 00	12 00	12 00	12 00	12 00
Marion	2	2	2	5	49	49	58	107	48	48	2	2	2	2	61-8	3	3	3	22 50	12 00	12 00	12 00	7 68	10 00	12 00	12 00	12 00	12 00
Wonegan	5	3	3	5	30	30	77	157	132	132	6	6	2	2	8	2	2	2	21 88	12 00	12 00	12 00	7 68	10 00	12 00	12 00	12 00	12 00
Summit	4	1	1	5	73	73	75	148	89	89	7	7	7	7	6	2	2	2	22 00	16 00	16 00	16 00	7 68	10 00	12 00	12 00	12 00	12 00

JUNEAU U—cont.

Seven Mile Creek	3	1	4	1	2	4	67	56	123	107	4	.....	4	.....	.....	\$20 00	\$12 00
Kildare.....	9	2	2	.....	.....	.....	124	122	248	217	3	.....	.....	9	.....	24 00	15 18
Lynden.....	3	.....	.....	.....	22-3	.....	47	32	79	68	.....	.....	27-10	1	3	26 00	6 00
	64	7	24	4	10	4	1459	1378	2887	2176	35	84	41-2	3	4	20 89	10 76
KEWAUNEE—																	
Keweenaw.....	2	1	.....	.....	8	.....	87	60	147	85	.....	.....	.....	8	.....	25 00	.....
Casco.....	5	4	.....	.....	10	.....	108	90	198	48	.....	.....	.....	.....	.....	.....	22 00
Wolf.....	2	.....	.....	.....	5	.....	196	188	384	103	.....	.....	21-2	3	7	30 00	16 00
Franklin.....	4	.....	.....	.....	3	.....	98	86	184	.....	.....	.....	21-10	3	3	16 00	14 00
Carlton.....	4	2	.....	.....	3	.....	85	32	67	47	5	.....	21-2	.....	3	.....	12 00
Red River.....	3	.....	.....	.....	3	.....	120	106	226	57	.....	.....	3	.....	3	.....	12 00
Coryville.....	4	8	.....	.....	3	.....	21	11	32	1	.....	.....	2	.....	8	.....	12 00
Montpelier.....	2	.....	.....	.....	3	.....	12	18	30	8	.....	.....	.....	.....	3	.....	22 33
	26	10	.....	.....	48-4	.....	677	591	1268	349	5	.....	81-2	41-2	43-4	27 00	15 76
KENOSHA—																	
Kenosha.....	1	.....	.....	.....	10	.....	705	723	1428	760	.....	.....	.....	10	10	74 20	24 20
Somers.....	7	.....	.....	.....	1	8	246	226	472	345	.....	.....	61-2	43-4	51-4	31 61	17 68
Pleasant Prairie.	8	.....	.....	.....	72-3	.....	301	258	559	420	33	8	6	4	31-7	30 34	14 94
Bristol.....	9	.....	.....	.....	1	71-2	271	240	511	438	2	6	4	4	5	27 00	14 00
Salem.....	7	3	.....	.....	2	71-2	278	265	543	418	7	11	4	4	4	27 00	13 50
Wheatland.....	7	.....	.....	.....	2	73-4	336	287	623	595	10	2	31-2	4	5	25 00	15 00
Brighton.....	6	5	.....	.....	1	61-3	272	206	478	314	2	7	8	38-9	27-9	24 00	10 00
Paris.....	7	.....	.....	.....	6	7	282	196	478	373	2	8	51-4	21-16	41-4	28 37	16 02
	52	.....	22	.....	13	71-2	2691	2401	5092	3658	59	42	51-4	41-2	5	33 44	15 66
LA CROSSE—																	
La Crosse city ..	1	.....	.....	.....	.....	.....	430	521	951	856	.....	.....	.....	111-2	.....	55 00	30 04
Neeshic.....	4	.....	1	.....	.....	.....	64	87	151	106	4	7	.....	121-2	121-2	25 78	12 60
Farmington.....	4	.....	2	.....	.....	.....	130	105	235	189	1	3	.....	.....	.....	25 00	10 00
Onalaska.....	3	.....	1	.....	.....	.....	153	143	326	164	1	3	31-2	4	11	40 00	15 39

TABLE No. V.—*continued.*

Names of Counties and Towns.	No. of School Districts.	LA CROSSE—cont.												Average amount of Wages per Month paid to Teachers.			
		No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
Greenfield.....	8	...	...	...	...	105	100	205	62	3	1	61-2	3	3	10	\$35 00	\$19 00
Bangor.....	8	...	1	...	...	101	95	196	122	4	2	9	3	3	9	18 50	16 00
Barnes.....	4	...	1	...	...	123	97	220	181	...	3	4	...	...	...	18 40	10 00
Berrie.....	4	...	1	...	...	131	147	278	196	2	1	6	9	5	6	18 50	18 66
Holland.....	3	...	1	...	...	52	28	80	68	...	...	...	3	3	103-4	33 00	12 50
Jackson.....	3	...	3	...	...	74	67	141	97	...	...	...	...	3	...	20 00	11 50
Campbell.....	2	...	...	...	...	66	66	132	52	...	...	...	...	...	...	...	...
Buchanan—no report.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	34	...	11	...	...	1459	1456	2915	2093	15	20	5	6	6	8	28 10	15 55
LA FAYETTE—																	
Argyle.....	8	...	3	...	...	199	179	378	286	5	7	3	38-4	38-4	4	17 00	11 00
Belmont.....	5	...	2	...	...	128	123	249	140	3	...	...	4	4	4	25 00	15 00
Benton.....	6	...	3	...	...	425	405	830	414	8	...	...	6	6	41-4	27 50	22 00
Centre.....	12	5	1	...	...	317	298	605	481	12	5	35-8	2	2	43-8	29 33	13 62
Elk Grove.....	3	...	4	...	...	384	214	548	268	...	1	27-8	22-7	22-7	23-7	27 00	16 80
Fayette.....	6	...	2	...	...	204	220	424	313	...	6	41-2	23-8	23-8	35-8	23 00	12 50
Gratiot.....	6	...	2	...	...	216	197	413	277	1	5	8	2	2	4	22 50	12 00

Kendall.....	5	...	1	1	1	42-3	227	179	406	317	...	8	41-2	31-3	3 2-5	\$23 80	\$15
Monticello.....	3	1	2	...	...	8	74	79	153	86	...	10	6	3	4	30 00	16 00
New Diggings.....	4	...	1	...	...	...	376	289	685	300	...	...	6	9	12	27 50	20 50
Shullsburg.....	4	...	2	...	...	...	496	436	934	366	...	2	6	6	6	80 00	18 00
Wayne.....	5	...	2	1	...	...	116	118	233	223	4	7	4	3	2	18 00	10 60
Windsor.....	8	...	5	...	...	...	324	317	641	453	5	21	21-2	3	8	24 00	11 00
Willow Springs.....	7	...	1	...	...	...	203	166	369	200	...	...	...	31-2	4	21 33	13 67
White Oak Springs	2	...	1	...	...	...	124	128	262	182	1	6	41-4	4	1-4	35 00	14 33
	83	6	32	1	8	41-2	3762	3338	7100	4259	84	72	31-2	4	4 1-2	25 78	14 76
LA POINTE—																	
Bayfield.....	1	...	...	...	1	10	13	24	37	24	...	...	10	10	...	25 00	...
La Pointe.....	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bayport.....	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	8	...	2	...	2	10	18	24	37	24	...	...	10	10	...	25 00	...
MANITOWOC—																	
Buchanan.....	5	...	...	...	...	4	177	144	321	132	...	4	4	8	1	24 06	14 00
Cato.....	6	...	4	...	2	4	239	212	451	185	12	...	87-8	18-9	2	25 00	16 00
Centerville.....	5	...	...	...	...	43-5	201	194	395	180	...	...	43-5	21-5	2 2-5	19 50	17 60
Cooperstown.....	5	1	...	...	...	3	151	171	322	127	...	...	3	2	1	20 00	16 60
Eaton.....	6	1	...	...	...	4	95	86	181	104	1	2	4	...	4	...	12 00
Franklin.....	5	...	1	...	...	61-6	176	159	335	141	3	...	61-6	1	5 1-6	12 50	10 00
Kosuth.....	5	...	...	...	...	63-5	223	245	468	255	8	4	6	38-5	3	20 67	18 00
Manitowoc.....	4	1	...	...	...	91-7	530	573	1103	454	11	4	5	81-7	1	43 00	24 50
do Rapids.....	6	...	...	...	...	6	242	232	474	239	7	3	5	4	1 8-9	26 00	20 00
Maple Grove.....	1	...	2	1	...	71-2	139	109	248	65	...	...	7	3	4 1-2	20 00	15 50
Meane.....	5	...	...	...	...	61-5	231	147	379	164	...	...	5	4	2 1-5	22 00	14 00
Mishicot.....	12	3	1	...	...	5	371	303	674	284	7	13	5	2	3	28 79	16 71
Newton.....	5	...	...	...	...	51-5	247	241	488	202	1	1	5	31-5	2	30 00	18 00
Rockland.....	2	...	3	...	2	31-5	85	103	188	105	2	...	3	3 1-5	...	...	16 00

TABLE No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of months Schools have been taught under 20 years of age.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. months Children between 4 and 20 years of age who have attended School.	Aver. No. months Schools have been taught by a Male Teacher.	Aver. No. months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
MANITOWOC, cont.																	
Schleswig.....	7	3	1	1	.....	31-2	81	89	170	56	.....	.....	31-2	11-2	2	\$16 00	\$16 00
Two Rivers.....	7	1	.....	.....	.....	63-4	412	397	809	373	8	6	63-4	31-2	21-4	35 00	22 24
	85	10	12	1	6	5	3600	3405	7005	3081	64	37	43-4	3	21-2	\$21 34	\$16 53
MARATHON—																	
Wausau.....	3	.....	.....	.....	.....	42-9	82	100	182	145	1	1	31-2	31-2	31-2	\$42 00	\$16 00
Mosinee.....	3	.....	.....	.....	.....	6	53	157	115	89	.....	.....	6	3	41-2	22 00	17 00
Jenny.....	1	.....	.....	.....	.....	31-2	20	18	38	11	1	.....	3	31-2	.....	.....	23 00
Fann Claire.....	No report	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Texas.....	No report	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	7	.....	.....	.....	.....	42-3	160	175	335	195	2	1	4	31-3	4	\$32 00	\$18 67
MARQUETTE—																	
Buffalo.....	5	.....	7	.....	3	51-2	163	128	291	246	6	11	4	33-14	33-7	\$18 71	\$ 8 00
Crystal Lake.....	4	.....	5	1	.....	5	86	99	185	130	6	1	4	3	8	21 00	10 00
Harris.....	3	.....	2	.....	.....	6	106	80	196	133	4	.....	.....	.....	.....	.....	69 50
Moandville.....	6	.....	3	.....	8	65-9	207	166	373	346	6	9	5	22-3	35-9	25 00	10 00

Montello.....	3	...	8	...	2	5 1-6	140	122	262	184	6	4	5 1-6	22-3	2 1-2	\$28 20	\$18 00
Mecan.....	2	...	2	...	1	4 8-4	86	75	160	88	...	...	...	5 1-2	...	20 00	12 40
Neshkoro.....	1	...	1	...	1	7	51	44	95	76	6	...	4 1-8	4	8 1-3	25 00	12 66
Newton.....	4	...	4	...	2	8 1-3	122	98	220	163	2	...	...	...	...	32 00	11 97
Oxford.....	3	...	2	...	...	6 1-5	183	129	262	191	5	...	...	...	...	26 00	11 90
Packwaukee.....	5	...	8	...	2	6	122	93	215	203	4	3	6 1-5	3 8-4	4	20 00	8 00
Shields.....	1	...	5	...	2	5 1-2	117	105	232	148	2	3	5 1-2	3 8-4	3 1-2	24 00	11 60
Springfield.....	5	...	6	...	2	1 4-2	58	48	106	...	...	...	...	4	...	27 00	9 65
Westfield.....	2	...	2	...	1	6 8-8	82	75	157	88	...	...	...	7	4	19 50	8 00
MILWAUKEE--	44	...	42	...	4	5 1-2	1472	1262	2734	1886	47	33	4 1-2	4	3 1-2	\$22 61	\$15 15
Franklin.....	5	...	4	...	3	5 2-3	360	317	677	400	...	...	4 1-12	6	5	\$22 33	\$15 00
Greenfield.....	10	...	5	...	3	8 3-4	511	463	974	582	12	9	4 18-15	4 5-11	4	26 64	15 70
Granville.....	11	...	1	...	...	6	554	479	1033	617	5	3	4 1-2	...	...	24 76	16 02
Lake.....	7	...	2	...	...	7 2-8	431	302	733	421	3	2	5 4-9	3 5-6	3 8-4	22 90	15 66
Milwaukee.....	9	...	...	...	...	6 4-9	477	450	927	846	...	1	...	...	...	25 00	16 12
Oak Creek.....	6	...	3	...	2	9 2-9	414	407	821	451	2	2	6	6 2-3	1 1-8	24 16	16 66
Wauwatosa.....	9	...	4	...	2	7 5-8	598	493	1019	543	1	1	4	3 1-6	4 8-4	26 10	17 53
Milwaukee city..	9	...	...	...	...	...	7501	5848	13349	...	...	...	...	...	...	80 76	31 47
MONROE--	66	...	19	...	10	7	10774	8759	19533	3310	23	18	4 1-2	4 1-2	3 8-4	\$31 56	\$18 05
Adrian.....	2	...	2	...	1	5 1-2	68	55	123	88	...	1	5	3	4	\$26 00	\$16 00
Angelo.....	3	...	1	...	1	5 1-2	57	69	126	112	5	4	4	5	6	20 00	13 66
Clifton.....	1	...	1	...	...	7	17	13	80	20	...	...	5	8	4	...	...
Eaton.....	2	...	...	...	...	3	11	9	20	...	...	...	...	...	...	...	20 00
Greenfield.....	9	...	2	...	1	4	102	115	217	135	3	1	3	...	...	...	...
Glendale.....	3	...	1	...	...	3 1-2	47	41	88	68	1	1	2	...	...	18 00	13 00
Leon.....	4	...	2	...	...	6	106	89	195	162	2	4	3	...	...	23 00	14 50
La Fayette.....	3	...	1	...	...	4 1-2	42	45	87	57	...	...	...	2 1-2	...	24 00	12 00
Le Roy.....	1	...	2	...	...	4 1-2	29	35	64	59	2	...	...	...	...	...	11 50
Little Falls.....	5	...	3	...	3	5	57	65	122	59	...	...	5	...	...	...	8 00

MONROE--

TABLE No. V.—continued.

Names of Counties and Towns.	MONROE—cont..														
	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
Portland.....	8	2	..	....	41-2	90	65	155	67	1	....	8	8	\$18 00	\$12 00
Ridgeville.....	8	1	..	1	61-2	69	42	111	70	1	2	61-2	9	25 00	12 00
Sparta.....	8	..	..	..	61-2	241	250	491	875	10	7	28-4	4	84 00	18 50
Sheldon.....	3	..	3	1	81-2	56	50	106	47	3	2	....	31-2	....	18-75
Tomah.....	2	..	5	3	61-2	42	39	81	80	3	....	4	4	86 00	12 00
Wilton.....	4	..	..	..	61-2	54	72	126	101	6	1	11-2	41-2	20 00	10 00
Wellington.....	2	..	2	2	81-2	40	23	63	49	3	....	....	81-2	....	12 25
	63	8	24	12	43-4	1128	1077	2205	1607	40	28	8	41-2	\$24 40	\$12 82
OCONTO—															
Marquette.....	5	..	..	..	51-5	87	72	159	140	....	1	7	9	\$30 00	20 00
Oconto.....	3	..	..	..	8	140	131	271	202	5	1	81-2	71-2	50 00	9 00
Stiles.....	2	..	..	..	31-2	57	57	114	49	....	....	2	31-2	32 18	16 00
Pensaukee.....	2	..	..	..	11	56	45	101	89	....	....	....	11	....	....
	12	..	..	..	7	340	305	645	430	5	2	51-2	8	37 89	15 00

OUTAGAMIE—

Appleton City	4	4	12	2	8	51-5	1531	1298	2819	1710	108	6	5	85-8	51-2	2	51-3	\$31 81	\$16 67
Bovina	4	4	1	1	6	8	96	29	65	67	1	1	1	51-3	51-3	51-3	21 00	21 00	12 50
Buchanan	3	4	1	1	8	1-3	63	42	105	90	90	2	2	43-4	81-2	8	20 00	28 00	23 00
Coaster	4	4	1	1	4	1-2	77	43	120	98	90	1	1	31-2	31-2	31-2	20 00	14 00	14 00
Ellington	8	8	1	1	4	1-4	120	96	216	167	167	1	1	5	8	4	20 00	14 00	14 00
Embarras	1	1	1	1	6	1-2	35	32	67	77	77	1	1	5	11	10	80 00	20 00	20 00
Freedom	3	3	1	1	6	1-2	159	108	267	175	175	1	1	6	11	10	25 00	14 00	14 00
Grand Chute	7	7	3	3	4	73-4	110	124	234	112	112	6	6	28-4	8	5	30 00	14 00	14 00
Greenville	9	9	1	1	1	1-2	147	146	293	190	190	4	4	6	3	8	23 00	14 10	14 10
Hortonville	4	4	1	1	1	73-4	121	98	219	179	179	4	4	6	61-2	61-2	23 00	16 50	16 50
Kaukauna	2	2	3	3	2	61-2	187	162	349	199	199	2	2	7	48-4	81-2	23 00	17 00	17 00
Liberty	1	1	2	2	8	8	37	26	63	120	120	5	5	21-2	12-5	81-5	15 00	10 50	10 50
Medina	4	4	1	1	4	4	106	73	179	120	120	5	5	21-2	4	41-2	23 50	15 00	15 00
	54	4	12	2	8	51-5	1531	1298	2819	1710	108	6	5	85-8	51-2	2	51-3	\$31 81	\$16 67

OZAUKEE—

Mequon	18	18	2	2	6	6	639	690	1829	629	629	1	1	42-5	58-5	1	58-5	\$26 70	\$17 00
Cedarburg	6	6	4	4	3	6	571	590	1161	547	547	5	5	6	3	3	20 00	15 00	15 00
Grafton	5	5	2	2	10	10	379	311	690	341	341	1	1	47-8	53-5	41-3	29 17	14 75	14 75
Saukville	4	4	6	6	4	9	352	324	676	389	389	40	40	6	6	4	25 00	17 00	17 00
Pt. Washington	6	6	1	1	1	51-2	535	449	708	615	615	12	12	41-2	6	5	28 00	17 50	17 50
Fredonia	8	8	3	3	1	41-2	352	356	708	384	384	7	7	3	5	4	22 00	15 00	15 00
Belgium	7	7	1	1	6	6	507	493	1000	560	560	7	7	5	8	3	19 63	15 00	15 00
	49	4	18	2	8	63-4	3385	3213	6548	3895	71	16	16	48-4	43-4	31-2	\$24 35	\$15 75	\$15 75

PEPIN—

Pepin	4	4	1	1	61-2	193	163	356	321	321	98	98	4	4	2	41-2	\$30 00	\$20 00	\$20 00
Bear Creek	3	3	1	1	41-2	67	56	123	12	12	1	1	8	8	2	91-2	16 00	14 00	14 00
Albany	1	1	1	1	18	18	9	22	12	12	1	1	3	3	3	3	8 00	8 00	8 00
Frankfort	2	2	1	1	38-5	19	22	41	21	21	4	4	84-7	84-7	34-7	28 00	18 66	18 66	18 66
Waukegan	1	1	2	2	3	41-3	27	31	58	52	4	4	41-2	41-2	41-2	12 00	12 00	12 00	12 00
Lima	1	1	1	1	3	3	7	6	13	13	101	101	81-2	81-2	21-2	31-2	\$24 66	\$13 53	\$13 53
	12	3	5	3	4	4	326	287	613	406	5	5	81-2	81-2	21-2	31-2	\$24 66	\$13 53	\$13 53

TABLE No. V.—continued.

Names of Counties and Towns,	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children resi- ding in Town, over 4 and under 20 years of age.	No. of Female Children re- siding in Town, over 4 and under 20 yrs of age.	Total No. of Children resi- ding in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Chil- dren between 4 and 20 years of age have at- tended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.	
PIERCE—																		
Diamond Bluff...	2	1	1	1	...	81-8	33	27	60	84	...	1	11-2	...	31-8	...	\$11 00	...
Oak Grove.....	3	1	1	1	...	8	21	29	50	15	...	...	8	...	31-8	...	20 00	...
Clifton.....	2	...	...	...	...	81-8	24	19	43	34	1	...	81-8	...	...	...	16 50	...
Mertell.....	2	...	2	...	...	6	48	26	69	48	...	...	10	6	...	\$23 00	15 00	...
Trim Belle.....	4	...	...	...	...	51-2	52	57	109	88	1	2	181-2	11-6	41-3	...	18 00	...
River Falls.....	3	2	1	...	...	7	84	80	164	118	...	1	7	4	3	30 00	20 00	...
Pleasant Valley..	3	1	...	...	...	3	52	50	102	80	...	2	3	3	3	25 00	12 00	...
Leabelle.....	1	...	...	...	...	7	13	22	35	27	1	1	7	...	8	...	26 00	...
Pleasant Valley..	1	...	...	...	...	8	180	150	330	175	...	...	2	...	2	...	50 00	...
Prescott City. . .	2	...	...	...	...	2	20	21	41	11	...	...	...	...	...	...	10 00	...
Perry.....	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Harland No report.	1	...	...	...	...	3	19	16	35	14	3	...	3	...	...	...	20 00	...
Trenton.....	1	...	...	...	...	41-2	541	497	1088	589	6	9	31-2	41-3	41-2	\$29 20	\$17 81	...
POLK—																		
Le Roy	4	...	...	...	...	6	101	81	182	148	...	6	41-2	3	41-2	\$26 00	\$17 50	...
St. Croix.....	1	...	...	...	...	4	50	49	98	58	...	...	2	...	...	45 00	20 85	...
...	6	...	...	...	...	41-3	151	124	275	204	...	6	33-4	3	41-2	\$35 50	\$19 07	...

PORTAGE—

Amherst.....	3	2	1	5	43	36	78	72	.....	.....	6	6	1-2	9	.....	\$20 00	\$9 00
Almond.....	4	4	8	2	85-7	70	137	97	.....	8	4	1-4	3	8-4	.....	25 00	9 00
Belmont.....	4	1	.....	3	8	90	173	129	.....	.....	8	.....	3	.....	.....	10 86	7 20
Buena Vista.....	4	4	1	1	5	66	163	116	.....	1	5	.....	1-5	8-4-5	.....	23 50	7 70
Lanark.....	8	4	1	1	82-5	55	129	119	.....	.....	5	2-5	8	4-5	.....	20 00	11 71
Plow.....	8	2	2	1	71-2	142	268	209	.....	4	5	2-4	2	1-2	.....	29 68	8 50
Pine Grove.....	2	1	8	1	3	54	98	79	.....	1	3	.....	.....	3	.....	.....	12 83
New Hope.....	4	3	.....	4	67	44	120	76	.....	6	4	.....	2	5	.....	16 00	11 00
Stockton.....	8	4	4	8	109	75	184	145	.....	2	5	.....	2	1-2	.....	20 46	14 04
Stevens' Point.....	10	1	.....	5	6-9	279	538	445	.....	9	10	4	1	2-9	.....	.....	.....
Linwood.....	2	2	.....	.....	14	9	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	56	26	16	9	4	1007	1951	1487	.....	15	31	4	2	1-2	.....	\$21 94	\$10 13

RACINE—

Burlington.....	5	.....	4	2	8-5	427	405	545	.....	4	2	5	4	3-4	.....	\$26 75	\$12 26
Caledonia.....	5	.....	6	2	7-10	324	318	430	.....	1	8	4	1-2	4	.....	25 55	15 70
Dover.....	7	.....	8	1	7-2	291	486	372	.....	4	3	4	3-4	3	.....	26 00	12 50
Mount Pleasant.....	7	.....	4	2	7-2	263	547	345	.....	8	2	4	1-2	4	.....	27 11	13 50
Norway.....	8	1	8	2	6-18	198	868	289	.....	8	9	3	1-2	4	.....	22 50	17 55
Raymond.....	7	.....	6	2	7-	259	218	332	.....	11	9	4	3	4	.....	24 88	16 80
Rochester.....	8	.....	4	3	7-4	193	188	320	.....	8	1	5	1-2	4	.....	26 66	15 17
Racine City.....	1	.....	.....	10	.....	.....	3243	2169	.....	.....	.....	.....	10	.....	.....	82 50	30 87
Racine Town.....	6	.....	4	4	6	246	191	306	.....	9	17	7	3	1-2	.....	23 00	14 70
Waterford.....	6	.....	8	1	7	269	294	423	.....	9	.....	7	2	2-9	.....	25 00	17 00
Yorkville.....	6	.....	8	2	6-14	268	246	446	.....	7	7	4	1-2	3	.....	30 00	16 00
	55	1	45	1	20	2692	2499	5948	.....	59	58	5	4	4	.....	\$30 90	\$16 50

RICHLAND—

Akan.....	4	.....	1	6	.....	48	38	33	.....	.....	6	.....	3	.....	.....	\$8 00	\$8 00
Bloom.....	4	.....	2	1	3	112	109	127	.....	.....	8	.....	3	.....	.....	19 44	9 00
Buena Vista.....	7	2	.....	2	6	174	166	319	.....	8	1	8	2-7	5	.....	25 83	18 50
Dayton.....	7	1	3	.....	3	103	102	80	.....	.....	.....	3	3	3	.....	23 00	12 00
Engle.....	6	1	2	1	3	186	102	153	.....	3	.....	4	2	2	.....	24 15	12 05

TABLE No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
RICHLAND—cont.																	
Forest	6	...	4	...	2	36-7	96	89	185	127	...	2	3	3 1-4	3 2-3	\$22 20	\$12 86
Henriette	5	1	1	...	1	51-3	90	89	179	182	1	1	3	...	...	20 00	10 05
Ithaca	4	1	6	...	6	55-9	215	173	388	262	6	2	5	3 2-3	4 1-2	22 68	13 87
Marshall	2	...	4	...	3	32-3	129	87	216	161	1	7	...	...	...	20 00	10 00
Rockbridge	4	2	8	1	...	51-2	105	91	198	94	...	...	...	...	...	22 00	12 00
Richmond	5	...	1	...	...	35-6	120	122	242	181	2	2	4	1	3	30 00	12 57
Richwood	7	1	1	...	1	33-4	186	157	343	281	2	...	3	...	...	22 00	9 50
Richland	5	...	5	2	2	33-8	188	147	335	264	11	9	3	2	2	19 00	9 60
Sylvan	6	...	1	...	1	41-6	115	80	195	141	3	17	3	3	4	20 00	7 41
Westford	3	1	2	...	1	4	103	85	187	108	1	2	3	1	2	19 50	6 62
Willow	3	1	3	2	1	42-3	68	57	125	77	3	1	4	3	3	17 00	11 00
	77	9	41	8	22	41-2	1987	1686	3673	2590	36	46	3	2	3	\$20 83	10 58
ROCK—																	
Avon	7	...	4	...	3	61-2	197	193	380	347	8	6	3	1	5	22 50	11 00
Beloit	7	...	2	...	1	61-2	145	125	270	212	2	1	4	2	2	22 50	11 57
Bradford	11	...	7	...	3	7	243	194	437	311	6	6	4	4	4	23 06	13 67

ROCK.—cont.

BOOK.—cont.																				
Center.....	11	3	2	3	206	188	399	899	18	4	1-2	3	1-2	5	3	2-5	\$29 00	\$16 00	
Clinton.....	11	7	3	7	322	391	618	445	.....	7	5	5	3	3-5	3	2-5	23 70	18 66	
Fulton.....	10	3	3	7	389	360	749	529	22	19	5	5	4	1-2	3	1-2	30 00	13 00		
Harmony.....	9	1	1	7	171	169	340	251	6	.....	6	1-2	4	4	5	1-2	24 25	18 00	
Johnstown.....	11	4	1	7	1-2	208	441	366	2	6	4	1-2	3	2-3	5	1-2	27 66	15 25		
Lima.....	15	11	8	6	1-2	226	433	375	3	12	5	5	2	1-4	3	3-4	24 60	11 00		
La Prairie.....	10	6	3	7	146	152	298	266	9	13	3	2-5	3	5-9	4	1-2	26 41	15 00		
Milton.....	10	5	.....	6	285	269	554	384	.....	6	3	7-10	3	1-2	4	1-2	23 75	12 00
Magnolia.....	9	4	2	6	235	208	443	381	2	2	4	1-2	3	1-2	4	1-2	29 48	14 28		
Newark.....	9	1	1	6	257	212	469	405	3	12	4	1-9	3	3-5	4	1-8	23 00	11 33		
Porter.....	9	4	3	8	246	241	487	430	1	14	5	5	4	1-4	5	1-2	28 83	14 47		
Plymouth.....	10	6	2	8	222	243	465	356	3	15	6	3-4	4	5-6	4	1-4	27 50	14 00		
Rock.....	13	6	3	6	1-2	245	207	452	21	10	4	6	6	2-9	3	.....	21 26	12 16	
Spring Valley.....	9	5	5	6	1-2	213	186	398	7	9	6	6	4	4	5	4	28 00	17 00		
Turtle.....	6	5	2	7	240	242	482	417	17	9	6	5	1-2	3	3-4	5	29 32	12 25		
Union.....	9	1	1	8	384	349	693	569	.....	10	8	1-3	8	.....	.....	.....	70 50	28 00
Janesville City.....	6	2	.....	10	1681	1875	3556	1493	.....	15	6	6	10	.....	10	.....	80 00	27 00
Beloit City.....	2	2	2	10	647	696	1393	1053	.....	5	5	5	1-2	3	1-2	4	25 65	11 30	
Janesville.....	9	4	2	6	1-2	185	341	245	8	5	5	5	1-2	3	1-2	4	.....	.....
	203	96	49	62-5	7067	6956	14,023	9839	115	200	5	5	3	1-2	4	1-4	\$30 60	\$14 56		
CROIX.—																				
City of Hudson.....	1	.....	8	.....	225	267	492	268	4	5	8	5	1-2	8	.....	.....	\$64 00	\$28 00
Hudson.....	4	2	6	6	43	47	90	28	.....	.....	6	.....	.....	6	.....	.....	21 00	.....	
Star Prairie.....	6	3	1	1	32-3	49	35	84	33	2	3	2-3	.....	3	2-3	.....	16 00	.....	
Richmond.....	1	.....	5	1-2	32	17	49	35	.....	.....	5	1-2	.....	5	1-2	.....	16 00	.....	
Malone.....	4	3	1	1	32-3	44	82	76	64	8	3	2-3	2	8	.....	12 33	11 33	.....	
St. Joseph's.....	1	.....	8	.....	30	26	56	25	2	.....	4	.....	.....	8	.....	.....	22 00	.....	
Somerset.....	3	.....	3	.....	55	51	106	58	6	.....	3	.....	.....	8	.....	.....	12 75	.....	
Eau Claire.....	1	.....	8	.....	45	20	65	41	.....	2	9	.....	.....	3	.....	.....	10 00	.....	
Rush River.....	1	.....	2	12	29	26	55	51	.....	2	12	.....	.....	8	.....	16 00	18 33	.....	
Erin Prairie.....	2	1	.....	31-7	22	16	38	13	.....	.....	3	1-7	.....	8	1-7	.....	12 00	.....	
Hammond.....	1	.....	7	.....	33	28	61	85	.....	.....	5	.....	.....	4	.....	.....	16 00	.....	
Troy.....	2	.....	6	1-2	21	18	39	39	1	3	3	.....	3	1-2	8	.....	18 00	10 00

St. CROIX.—

City of Hudson.....	1	.....	.....	8	225	267	492	293	4	5	8	8	5	1-2	8	.....	\$64 00	\$28 00
Hudson.....	4	2	.....	6	43	47	90	28	.....	.....	6	6	.....	.....	6	.....	.....	21 00
Star Prairie.....	6	3	1	1	32-3	35	84	33	2	.....	3	2-3	.....	.....	3	2-3	.....	16 00
Richmond.....	1	.....	.....	5	32	17	49	35	.....	.....	5	1-2	.....	.....	5	1-2	.....	16 00
Malone.....	4	3	1	1	32-3	32	76	64	3	.....	3	2-3	.....	2	3	.....	12 38	11 33
St. Joseph's.....	1	.....	.....	4	30	26	56	25	2	.....	4	.....	.....	.....	4	.....	.....	22 00
Somersett.....	3	.....	.....	3	56	51	106	68	6	.....	3	.....	.....	.....	3	.....	.....	22 75
Eau Galla.....	1	.....	2	.....	45	20	65	41	.....	2	9	9	.....	3	9	.....	16 00	10 00
Rush River.....	2	2	2	13	29	26	55	51	.....	2	12	12	.....	8	9	.....	16 00	18 33
Erin Prairie.....	1	1	.....	3	7	16	38	13	.....	.....	3	1-7	.....	8	9	.....	.....	12 00
Hammond.....	1	7	83	28	61	35	5	4	3	16 00
Troy.....	2	6	1-2	18	39	39	1	3	3	3	3	1-2	8	18 00	10 00

TABLE No. V.—continued.

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ST. CROIX—cont.	2	0	0	0	0	6	80	26	56	84	18	5	1	3	\$30 00	\$14 00
Ceylon.....	1	0	0	0	1	15	84	80	64	82	0	0	0	0	0	0
Pleasant Valley..	30	9	9	1	5	51-2	692	689	1831	771	18	5	3	48-4	\$25 90	\$15 57
SAUK—	6	0	4	0	0	6	364	342	706	488	9	1	18-4	42-3	\$25 61	\$13 36
Baraboo.....	1	0	0	0	0	0	206	160	366	174	0	0	2	11-3	30 85	17 50
Honey Creek....	4	0	3	0	3	46-7	153	115	268	215	8	1	18-10	32-7	28 67	11 57
Excelsior.....	4	0	3	0	1	32-3	130	94	224	178	3	0	6	38-4	18 00	11 00
Wingfield.....	4	0	5	0	1	11	111	102	213	169	4	0	44-10	38-6	15 68	11 80
Dellona.....	4	0	8	0	2	71-7	116	113	229	228	6	4	31-3	38-5	24 13	13 00
Fairfield.....	4	0	7	0	3	31-6	150	113	263	191	0	0	0	0	25 00	13 34
Troy.....	3	2	2	0	1	41-2	78	47	125	96	0	0	8	8	22 00	12 00
Woodland.....	2	0	3	0	1	1	145	139	284	224	0	0	8	8	20 93	15 00
Westfield.....	6	0	8	0	1	6	183	180	363	327	0	0	21-4	4	33 00	14 87
Kingston.....	6	0	1	0	1	0	115	101	216	188	1	4	4	4	20 00	12 00
Freedom.....	0	0	2	0	1	0	184	154	338	298	5	0	8	54-11	24 11	10 75
Washington.....	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

New Buffalo	5	4	2	7	227	202	428	409	8	6	9	1-3	2	1-3	2	5-6	\$36 00	\$12 00
Marton	12	5	1	5	289	285	474	340	5	13	4	4	2	2	3	2-3	22 41	9 62
Prairie du Sac	4	1	4	1	362	261	623	402	3	1	5	5	5	1-2	5	1-5	36 00	18 25
Greenfield	3	1	3	1	93	119	213	156	4	6	3	3	1	1-2	1	1-5	20 00	11 00
Merrimac	6	1	1	1	125	187	263	258	2	6	6	6	1	5-7	5	1-7	21 91	12 07
Reedsburg	6	1	1	1	252	220	472	400	5	8	4	4	2	6	6	1-7	29 50	14 50
Franklin	10	3	4	8	193	157	353	238	7	2	3	3	3	8	3	1-2	18 00	9 91
Spring Green	5	2	2	4	145	142	287	293	3	4	.....	.....	.....	.....	.....	.....	22 00	18 00
105	8	67	5	24	3574	3133	6707	5219	66	73	4	1-4	3	1-3	3	1-2	\$24 68	\$13 07
SHAWANAW—																		
Shawano	2	1	.....	2	71-2	30	50	47	.....	.....	6	.....	4	.....	.....	8 1-2	\$28 00	\$16 00
Rickerson	No report.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Waukegan	No report.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Matteson	No report.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bel Plain	No report.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	1	.....	2	71-2	20	30	50	47	.....	.....	6	.....	4	.....	.....	8 1-2	\$28 00	\$16 00
SHEBOYGAN—																		
Abbott	10	3	.....	41-4	381	252	563	333	14	1	4	1-4	2	1-4	2	1-4	\$20 00	\$11 00
Green Bush	8	1	.....	63-4	233	226	509	362	4	7	5	1-3	1	1-3	4	2-3	51 68	14 80
Hermann	6	1	.....	1	43-4	287	591	371	.....	.....	3	1-4	5	1-3	3	1-4	33 60	19 00
Holland	10	1	.....	1	61-2	390	754	546	14	1	6	1-2	3	1-2	3	1-2	22 00	12 00
Lima	10	4	1	1	61-3	387	633	471	.....	.....	5	2-7	3	2-7	3	2-7	27 00	14 57
Lyndon	10	6	.....	1	71-3	391	289	491	5	11	5	1-2	2	6-8	4	3-4	23 66	11 67
Mitchell	4	4	.....	4	71-5	169	356	310	10	8	3	1-2	3	6-7	3	3-4	22 00	13 55
Mosel	3	1	.....	41-4	191	151	342	123	2	.....	1	1-2	1	1-2	1	1-4	28 00	19 00
Plymouth	7	3	.....	1	71-2	361	705	498	3	4	4	1-2	4	.....	4	2	15 00	15 00
Rhine	6	1	.....	61-5	197	171	368	201	3	.....	3	1-2	4	.....	4	2	17 00	14 00
Russell	2	.....	7	.....	64	76	140	97	2	1	3	.....	4	.....	10	.....	20 00	13 00
Scott	7	.....	7	.....	270	214	484	369	2	2	5	.....	4	1-2	3	.....	19 00	9 33
Sheboygan	4	1	.....	61-2	154	163	322	170	.....	.....	2	.....	4	.....	4	.....	30 00	12 00
Sheboygan Falls	9	1	1	5	266	547	374	7	1	4	4	1-2	3	1-2	25 00	15 00
Sheboygan city	1	633	703	1361	611	4	9	9	85 68	5 80

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SHEBOYGAN—con.																
Wilson	5	1	1	1	1	5 2-3	197	195	392	200	6	6	3	\$20 00	\$16 00
Sheboygan Falls Village	1	1	1	1	6 1-2	212	216	428	317	5	6 1-2	6 1-2	47 50	20 00
	102	1	29	1	12	6	4692	4473	9165	5844	56	4 3-4	4	4	30 41	13 86
TREMPELEAU—																
Arcadia	1	7	25	16	41	17	7	\$14 00
Gale	3	5 1-8	87	57	144	91	4	2	3	\$24 00	16 00
Preston	8	3	87	29	66	85	4 1-2	9	12 66
Trempeleau	8	5	167	131	298	246	7	8 1-3	4 1-2	32-3	29 66	14 25
Sumner—No Rep.
	15	5	316	233	549	889	7	4	3 1-4	5 1-3	26 83	14 20
WALWORTH—																
Sharon	9	5	3	8	327	325	682	604	5	4 1-2	3 1-2	4 1-2	\$25 00	\$12 00
Darden	5	7	4	10	314	250	584	417	4	4 3-4	5 3-3	4 8-10	28 92	11 70

Richmond.....	6	...	6	...	2	61-2	156	168	322	281	6	10	4	19-11	46-11	\$24 66	\$14 00
Whitewater.....	6	...	7	...	1	71-2	567	540	1107	702	2	8	4	14-7	56-7	36 86	14 86
Walworth.....	5	...	6	...	4	81-6	288	272	560	477	5	15	6	32-3	41-2	25 12	11 10
Delavan.....	6	...	4	...	...	9-2-5	418	423	841	607	6	8	4	41-2	49-10	31 93	12 30
Sugar Creek.....	5	...	4	...	1	91-2	204	203	407	278	2	7	4	41-5	51-4	22 66	9 80
La Grange.....	4	...	6	...	5	9	243	259	502	415	4	8	5	4	5	27 00	11 66
Linn.....	8	...	4	...	3	8	238	176	412	...	10	12	...	4	4	25 00	10 00
Geneva.....	6	...	7	...	4	81-4	457	416	873	682	5	13	61-2	36-7	4 5-8	27 72	15 09
La Fayette.....	6	...	6	...	4	73-5	238	213	451	384	4	2	...	...	...	22 25	10 75
Troy.....	5	...	6	...	2	91-2	247	218	465	485	...	13	8	41-2	5	25 00	16 00
Bloomfield.....	5	...	5	...	2	91-4	271	244	515	385	2	7	41-3	33-4	51-2	24 87	13 90
Hudson.....	7	...	8	...	3	71-6	305	289	594	423	2	6	51-2	31-2	3 2-3	24 75	11 00
Spring Prairie...	8	...	4	...	3	7	282	251	533	482	1	4	...	3	4	26 00	13 00
East Troy.....	5	...	4	...	2	98-4	337	310	647	515	6	4	52-3	43-10	5	35 25	15 08
Elk Horn.....	1	...	...	...	...	9	180	240	420	286	6	...	9	5	9	50 00	25 00
97	97	...	84	...	43	8	5100	4785	9885	7423	75	117	41-2	33-4	4 3-4	26 35	13 33
WASHINGTON—																	
Addison.....	9	1	1	...	...	51-4	385	353	738	358	...	...	2 1-12	5	4	\$22 66	\$17 00
Barton.....	6	...	2	...	...	7	248	221	469	235	4	7	41-2	3 3-4	3 3-4	28 28	13 62
Erin.....	3	...	7	...	5	61-7	366	299	655	436	...	1	7	51-2	3 1-3	24 88	13 10
Farmington.....	7	...	4	...	2	61-4	350	302	652	507	...	8	...	4	3 1-2	22 50	12 14
Germanatown.....	7	...	5	...	3	61-2	563	518	1071	655	7	...	...	6	...	27 00	...
Hartford.....	8	...	3	...	1	7	437	407	924	612	2	2	7 1-23	3	3 1-2	23 97	14 10
Jackson.....	9	...	3	...	...	54-5	382	313	685	267	2	...	4	4	3	25 00	13 00
Kewaskum.....	5	...	1	...	1	61-3	172	163	335	259	3	1	6	4	3	17 66	11 20
Polt.....	6	...	4	...	4	62-5	507	448	955	538	...	...	3	5 1-20	3 1-4	81 24	15 80
Richfield.....	5	...	7	...	...	61-3	486	389	375	625	...	...	3	...	9	25 00	14 00
Trenton.....	4	...	8	...	5	61-2	323	298	628	595	...	1	6	...	3 1-2	30 00	12 00
Wayne.....	8	...	1	...	1	45-8	290	298	538	283	1	1	3 1-3	4	4 7-10	20 12	13 75
West Bend.....	4	...	4	...	1	67-3	270	264	534	372	1	5	5	3 5-3	4 3-3	33 00	15 56
81	81	1	50	...	27	7	4899	4310	9119	5692	24	26	5	4 3-4	3 3-4	25 48	12 67

TABLE No. V.—continued.

Names of Councils and Towns.	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 4 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
WAUKESHA—	12	5	5	5	8	7	403	426	829	641	15	10	7	31-2	31-2	\$28 00	\$16 00
Menomonee.....	6	8	8	8	8	82-7	324	271	595	434	3	10	5	41-3	31-5-16	83 11	14 38
Pewaukee.....	6	6	6	6	2	8	405	364	769	632	10	13	6	31-2	41-2	30 00	20 00
Oconomowoc.....	6	10	10	10	4	7	415	363	778	550	7	18	8	31-2	31-2	30 00	16 00
Brookfield.....	6	8	8	8	2	8	369	371	740	602	3	6	4	41-7	41-16	27 50	11 50
New Berlin.....	6	5	5	5	3	8	275	262	537	422	7	4	6	4	41-2	26 50	13 75
Mukwonago.....	4	7	7	7	2	8	291	288	580	512	10	15	5	34-5	4	32 50	11 50
Lisbon.....	3	6	6	6	3	8	280	145	425	388	5	2	.....	41-4	8	30 00	14 00
Eagle.....	8	2	2	2	8	10	688	615	1303	980	12	10	4	44-5	51-3	29 20	15 75
Waukesha.....	6	1	4	4	1	7	305	255	560	353	8	1	4	32-3	31-2	25 27	13 75
Muskego.....	6	6	6	6	2	7	258	269	527	355	9	5	6	23-4	48-11	24 00	15 00
Delafield.....	3	8	8	8	3	7	225	208	433	317	1	12	7	4	3	27 00	15 50
Ottawa.....	3	8	8	8	3	5	244	236	480	321	10	8	6	5	51-2	24 50	18 00
Summit.....	2	7	7	7	3	6	294	286	580	425	.....	6	1	4	4	26 00	17 00
Merton.....	9	3	7	7	5	6	317	320	637	543	5	27	5	31-9	21-2	26 33	13 47
Genesee.....	6	7	7	7	1	7	317	320	637	543	5	27	5	31-3	4	24 00	11 00
Vernon.....	86	3	10	10	2	61-2	223	215	438	409	.....	1	6	31-3	4	24 00	\$14 78

WAUPACA—

Dayton.....	7	...	2	...	1	5	170	156	898	271	1	1	43-4	41-4-9	85-9	\$19 50	\$12 50
Farmington.....	6	...	...	...	...	51-6	116	89	205	197	4	6	41-2	11-2	32-3	19 37	6 80
Scandinavia.....	4	...	...	...	...	41-4	85	80	165	71	...	4	41-4	3	42-3	9 00	11 50
Iola.....	2	...	2	...	...	6	110	110	220	114	...	4	9	7	8	30 00	12 00
Lind.....	7	2	4	...	2	51-3	172	130	302	289	15	1	51-3	2	31-3	23 40	14 22
Waupaca.....	3	...	4	...	3	61-2	204	194	398	309	8	1	6	5	6	18 00	10 00
St. Lawrence.....	8	...	1	...	1	41-2	82	61	143	187	2	2	4	4	4	...	10 00
Weyauwega.....	8	1	1	...	...	53-4	285	255	540	438	17	6	5	2	3	20 00	16 00
Royalton.....	3	...	2	...	2	6	100	87	187	151	8	1	41-2	3	4	32 00	16 00
Little Wolf.....	2	...	1	...	...	41-2	28	25	53	49	8	1	10	41-2	8	32 00	9 00
Caledonia.....	2	1	2	...	2	43-4	57	55	112	59	1	...	48-4	31-2	31-2	25 00	13 00
Mukwa.....	4	1	1	...	1	5	212	204	416	281	8	...	5	4	5	31 00	21 00
Lebanon.....	4	1	...	...	...	41-2	53	43	106	90	...	...	41-2	31-2	6	20 00	10 00
Bear Creek.....	3	1	...	...	...	8	34	21	55	...	...	...	...	...	...	...	...
Union.....	3	...	...	...	...	...	11	6	17	...	...	...	...	...	...	...	...
	61	6	20	...	12	51-2	1724	1533	3247	2451	61	94	51-2	31-3	4	\$21 43	\$12 45

WAUSHARA—

Bloomfield.....	2	...	1	...	1	4	58	23	81	70	...	...	31-2	11-2	21-2	\$18 00	\$12 00
Coloma.....	3	...	8	...	3	6	71	77	143	130	1	...	51-3	4	2	30 75	11 33
Dakota.....	2	...	3	...	3	6	87	85	172	163	...	8	5	2	4	33 33	12 00
Deerfield.....	5	5	2	1	1	3	30	36	66	57	...	1	8	3	6	26 00	8 00
Hancock.....	5	1	6	1	2	4	92	57	149	118	8	...	34-9	...	4	...	8 40
Leon.....	4	...	7	1	5	71-2	145	136	280	253	9	7	...	31-2	4	25 00	12 00
Marion.....	6	...	3	...	1	51-8	112	105	217	148	7	2	3	5-9	5	22 00	9 21
Mount Morris.....	5	...	2	...	1	5	76	63	159	125	3	3	...	3	21-2	18 00	9 75
Oasis.....	3	...	4	...	2	3	92	74	163	127	1	2	3	2	1	22 00	8 25
Plainfield.....	6	...	5	...	3	5	176	159	385	269	4	8	4	31-2	31-2	17 33	10 75
Poyaisippi.....	1	...	5	...	1	5	64	67	181	116	2	3	41-2	23-5	21-2	19 00	9 75
Richford.....	5	...	2	...	1	41-2	105	104	209	198	4	8	4	1	4	20 00	12 00
Rose.....	...	...	2	1	1	5	5	9	14	13	8	3	3	3	2	20 00	12 00
Saxville.....	...	...	3	...	1	41-2	127	121	243	220	...	3	51-5	25-7	8-7	17 63	14 00
Sacramento.....	4	1	6	4	6	6	135	107	242	213	5	4	71-2	1-3	1-3	29 86	14 25
Springwater.....	4	...	2	...	...	6	90	73	163	188	...	4	5	4	2	20 00	12 00

TABLE No. V.—continued.

Names of Counties and Towns.	No. of School Districts.										Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.	
	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 yrs of age.	No. of Children over 4 and under 20 yrs of age who have attended School.	No. of Children under 4 years of age who have attended School.			
WAUSHARA, cont.	4	5	5	1	6	98	85	183	129	2	4	\$25 66	\$10 63
Warren	3	3	3	2	5	115	135	250	224	.....	5	50 00	20 00
Waumata	3	3	3	2	5	115	135	250	224	.....	5	50 00	20 00
WINNEBAGO—	66	7	67	37	5	1678	1535	3213	2716	51	41-2	\$24 88	\$11 45
Algoma	3	3	3	1	73-4	125	119	244	195	3	51-3	\$30 75	\$12 94
Black Wolf	5	1	5	.....	6	146	99	245	166	2	6	23 25	11 25
Clayton	4	5	1	3	51-2	179	192	371	273	.....	51-2	20 00	9 00
Menasha	3	2	5	8	10	269	268	538	395	4	5	36 00	18 40
Neenah	4	3	7	.....	7	264	285	549	405	.....	7	27 00	10 50
Orihula	2	.....	.....	.....	41-2	20	23	43	22	.....	41-2	.....	16 00
Omro	4	9	.....	4	71-4	430	382	812	659	1	28	25 00	15 00
Oshkosh	4	3	3	1	7	132	115	247	.....	.....	.....	23 00	8 57
Oshkosh city	1	.....	.....	.....	10	780	923	1703	1044	6	9	57 50	24 50
Poygun	5	1	.....	1	61-4	129	104	233	196	6	51-2	20 00	10 25
Rushford	4	7	.....	5	63-4	344	293	637	558	1	13	29 18	15 50
Nekimi	4	4	4	1	61-2	188	187	370	325	4	61-2	30 00	15 00
Nepeuskun	4	4	4	2	41-4	188	134	322	299	.....	5	28 80	14 60

Winneconne	4	.....	3	.....	1	5	202	195	897	276	4	2	8	.....	.....	\$25 00	\$20 00
Winchester	5	.....	2	1	.....	31-2	237	174	411	188	1	6	21-2	81-2	8	26 00	7 50
Utica	5	.....	5	.....	.....	71-2	288	221	459	308	9	11	71-2	4	81-2	20 00	12 00
Vinland	4	.....	3	.....	2	41-4	184	148	392	223	1	3	51-2	3 8-7	3 5-17	26 00	12 00
	65	2	58	2	24	61-4	4050	8863	7913	5534	42	86	5 3-4	4	43-4	27 96	13 41
WOOD—																	
Grand Rapids	5	.....	.....	.....	.....	52-3	113	121	234	188	3	1	5 2-5	1 3-5	3 4-5	\$40 00	\$16 50
Saratoga	3	.....	.....	.....	.....	3	65	49	114	46	2	.....	.....	.....	3	.....	16 00
Hemlock	1	.....	.....	.....	.....	3	24	21	45	15	.....	.....	.....	.....	8	.....	12 00
Rudolph	2	.....	.....	.....	.....	5	38	25	63	.....	.....	.....	3 4-27	.....	5	.....	23 75
Centralla	1	.....	.....	.....	.....	31-4	41	83	74	45	.....	.....	7 1-4	.....	6 1-4	.....	21 00
Dexter—No Report .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	12	.....	.....	.....	.....	5	181	249	430	294	5	1	5 1-2	1 3-5	4 3-5	40 00	17 85

RECAPITULATION—TABLE No. V.

Names of Counties	No. of School Districts.	No. of Districts which have not reported.	No. of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average No. of Months Schools have been taught	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 yrs of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. Months Children between 4 and 20 years of age have attended School.	Aver. No. Months Schools have been taught by a Male Teacher.	Aver. No. Months Schools have been taught by a Female Teacher.	Average amount of Wages per Month paid to Male Teachers.	Average amount of Wages per Month paid to Female Teachers.
ADAMS.....	47	...	31	...	14	...	1180	1091	2271	1706	25	17	4	5	\$21 31	\$ 9 63
Bed Ax.....	67	10	22	4	9	...	1693	1460	3058	1991	34	30	3	3	22 02	12 03
Brown.....	46	1	5	...	...	...	2493	2283	4776	2444	18	3	5 1-3	4	25 96	15 96
Buffalo.....	18	...	2	...	...	...	374	266	640	948	1	...	3	3 1-3	20 41	18 25
Burnett, no rept.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Calumet.....	44	4	6	...	3	5	1122	1073	2195	1867	11	13	4 1-2	3	23 28	12 66
Chippewa.....	11	4	1	...	1	4	142	127	269	169	11	3	6	3 2-3	23 00	19 33
Clark.....	5	1	2	...	2	8 1-3	99	83	182	102	4	3	4 1-2	5 1-2	35 00	19 67
Columbia.....	124	5	65	2	21	6	4526	4361	8887	6376	79	151	6	4	24 47	13 70
Crawford.....	69	9	17	11	13	4	1467	1327	2794	1641	25	13	3 1-2	3 1-2	23 33	13 42
Dane.....	176	5	97	6	46	7	7866	7216	15082	10102	117	239	4 8-4	3 8-4	24 29	13 73
Dodge.....	189	...	93	...	...	5 3-4	7982	7357	15339	10163	129	130	4 1-4	4	24 31	11 68
Door.....	8	...	...	...	...	2 3-4	173	163	335	165	3	...	...	...	30 00	16 00
Douglas.....	2	...	...	...	...	8 1-2	75	99	174	148	...	...	5	...	50 00	29 00
Dunn.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Eau Claire.....	15	2	...	...	9	4 1-4	310	250	560	334	2	6	3 1-2	3 1-2	32 50	21 79
Fond du Lac.....	127	1	65	3	29	7	6069	5875	11944	7872	102	136	5 1-2	4 1-2	28 23	14 15
Grant.....	140	...	64	...	23	5 1-2	5802	5208	11010	6832	85	69	5	4	24 07	13 50
Green.....	100	...	46	2	22	6 3-4	8844	8436	7280	5471	134	121	5	3 1-2	23 16	12 13

Iowa	85	7	21	...	18	6	3778	3448	7226	4670	36	49	5	5	21-2	4	31-2	27 00	17 55
Jackson	29	9	3	1	1	51-2	480	498	978	649	5	19	5	5	21-2	31-2	22 72	12 86	
Jefferson	89	...	75	...	32	8	4701	4488	11208	7238	123	128	41-2	3	4	4	23 55	11 52	
Judson	64	7	24	4	10	4	1459	1378	2837	2176	85	34	41-2	3	4	4	20 89	10 76	
Kewanee	26	10	...	...	...	43-4	677	591	1268	349	5	...	31-2	31-2	43-4	5	27 00	15 76
Kenosha	52	...	22	...	13	71-2	2691	2401	5092	3658	59	42	51-4	51-4	6	6	33 44	15 66	
La Crosse	34	...	11	...	3	1459	1456	50915	2093	15	20	20	5	41-2	4	8	28 10	15 55	
La Fayette	83	6	32	1	8	41-2	3762	3338	7100	4258	34	72	31-2	31-2	4	4	25 73	14 77	
La Pointe .....	...	...	...	...	...	...	37	...	...	...	...	...	...	...	...	...	...	...
Manitowoc	85	10	12	1	6	5	3800	3405	7005	3081	64	37	43-4	43-4	3	21-2	21 84	16 58	
Marathon	7	...	...	...	...	42-3	160	175	335	195	2	1	4	4	31-3	31-3	32 00	18 67
Marquette	44	...	42	4	18	51-2	1472	1262	2734	1986	47	38	41-2	4	4	81-2	22 61	15 15	
Milwaukee	66	...	19	...	10	7	10774	8759	19533	3310	33	18	41-2	4	4	38-4	31 58	18 05	
Monroe	63	8	24	5	12	43-4	1128	1077	2205	1607	40	23	4	4	8	41-2	24 40	12 82	
Oconto	12	...	...	...	...	7	840	305	645	430	5	2	...	...	51-2	8	37 39	15 00
Outagamie	54	4	12	2	3	51-5	1531	1288	2819	1710	108	6	5	5	4	41-2	23 80	15 09	
Ozaukee	49	...	18	...	8	63-4	3886	3213	6648	3395	71	16	43-4	43-4	4	31-2	24 35	16 75	
Pepin	12	3	5	3	4	4	326	297	613	406	5	101	31-2	31-2	21-2	31-2	24 66	13 53	
Pierce	26	4	3	...	...	41-2	541	437	1038	589	6	9	31-2	31-2	41-3	41-2	29 20	17 31
Polk	5	...	...	...	...	41-2	151	124	275	204	...	5	81-4	81-4	8	41-2	35 00	19 07
Portage	56	26	16	9	9	4	1007	944	1951	1487	15	31	4	4	21-2	41-2	21 94	10 13	
Racine	55	...	45	1	20	7	2692	2499	8434	5948	59	58	5	5	4	41-2	30 98	16 59	
Richland	77	9	41	8	22	41-2	1977	1679	3656	3590	36	46	33-4	33-4	21-3	81-3	2063	10 56	
Rock	203	...	96	...	49	62-5	7067	6956	14023	9639	115	200	5	5	81-2	41-4	30 60	14 59	
St. Croix	30	9	1	5	5	51-2	692	639	1331	771	13	12	5	5	81-2	43-4	25 90	15 57	
Sauk	105	8	67	5	24	51-4	3574	3183	6707	6219	66	78	6	6	81-3	81-2	24 68	13 07	
Shawano	2	1	...	...	2	71-2	20	30	50	47	...	...	...	...	4	31-2	28 00	16 00
Shoebogyan	102	1	29	...	12	6	4692	4473	9165	5844	56	36	43-4	43-4	4	4	30 41	13 86	
Trempealeau	15	...	...	...	...	5	316	233	549	389	7	6	4	4	81-4	51-2	26 83	14 20
Walworth	97	...	84	...	43	8	5190	4795	9895	7423	75	117	41-2	41-2	8	8-4	28 35	13 33	
Washington	61	1	50	...	37	7	4609	4310	9119	5692	24	26	5	5	41-3	88-4	25 48	12 67	
Waukesha	86	8	...	...	41	71-4	5816	4895	10211	7692	100	142	5	5	31-2	88-4	27 74	14 78
Waupaca	61	6	20	...	12	51-2	1724	1523	8247	2451	61	24	51-2	51-2	81-2	4	21 43	12 46	
Wausau	66	7	67	9	37	5	1673	1555	8213	2716	51	51	41-2	41-2	8	81-3	24 83	11 45	

RECAPITULATION TABLE NO. V,—continued.

Names of Counties and Towns.	No. of School Districts.		No. of Districts which have not reported.		No. of parts of Districts which have not reported.		No. of School Houses in Joint Districts.		Average No. of Months Schools have been taught.		No. of Male Children residing in Town, over 4 and under 20 years of age.		No. of Female Children residing in Town, over 4 and under 20 yrs of age.		Total No. of Children residing in Town, over 4 and under 20 years of age.		No. of Children over 4 and under 20 yrs of age who have attended School.		No. of Children under 4 years of age who have attended School.		No. of Children over 20 years of age who have attended School.		Average No. Months Children between 4 and 20 years of age have attended School.		Aver. No. Months Schools have been taught by a Male Teacher.		Aver. No. Months Schools have been taught by a Female Teacher.		Average amount of Wages per Month paid to Male Teachers.		Average amount of Wages per Month paid to Female Teachers.	
	No.	of	No.	of	No.	of	No.	of	Average	No.	No.	No.	No.	Total	No.	No.	No.	No.	No.	Average	No.	Average	No.	Average	No.	Average	No.	Average	No.	Average		
Winnebago....	65	2	53	2	24	61-4	4050	3833	7913	5534	42	86	58-4	4	48-4	\$27 96	\$13 41															
Wood.....	12	....	....	....	....	5	181	249	430	234	5	1	51-2	13-5	43-5	40 00	17 85											
Green Lake...	45	....	41	....	20	7	2402	2196	4568	3643	72	49	53-4	31-2	43-4	27 00	12 88													
	3181	183	1566	87	677	53-5	134779	123616	263657	167110	2265	2510	41-2	31-2	4	\$27 02	\$14 92															

TABLE NO. VI.

Franklin.....	201 40	21 80	*828 21	551 56	842 40	.....	148 64	50 00	.....	390 00	10 00
Forest.....	58 67	.....	.....	53 67	58 67	.....	.....	192 00	.....	104 00	.....
Greenwood.....	77 92	68 98	.....	146 88	128 00	.....	.....	197 00	.....	228 80	.....
Hamburg.....	123 00	.....	.....	123 00	128 00	.....	.....	6 00	.....	.....	.....
Harmony.....	103 65	206 88	.....	810 46	189 00	.....	87 44	86 00	.....	15 00	8 35
Hillsborough.....	112 47	65 52	.....	177 99	157 99	.....	20 00	71 00	.....	468 00	7 00
Jefferson.....	264 60	298 19	.....	562 79	988 00	.....	64 16	52 78	.....	413 00	30 00
Kickapoo.....	173 48	122 42	.....	292 90	248 95	.....	48 95	100 00	.....	.....	10 00
Sterling.....	111 00	78 96	.....	189 96	163 80	.....	26 16	127 00	.....	196 00	40 45
Union.....	25 00	.....	.....	25 00	25 00	.....	.....	90 00	.....	60 83	.....
Viroqua.....	426 30	.....	.....	426 80	426 80	.....	.....	150 15	.....	1010 00	162 00
Weber.....	65 98	39 00	.....	104 98	104 98	.....	.....	26 27	.....	28 00	4 00
Wheatland.....	124 23	196 42	.....	320 65	229 00	.....	62 73	136 00	25 00	311 00	28 75
Whitestown.....	.....	.....	.....	58 00	58 00	.....	.....	70 00	.....	800 00	10 00
Christiana.....	123 48	147 88	.....	270 86	180 00	17 50	78 86	.....	10 00	260 00	11 00
BUFFALO—	2127 63	1275 77	828 21	3786 64	2926 97	17 50	506 56	1854 20	85 00	8615 63	331 84
Buffalo.....	189 90	373 96	.....	503 86	140' 00	.....	.....	50 00	.....	700 00	.....
Belvidere.....	21 00	225 50	.....	375 00	201 00	.....	6 86	167 00	.....	15 50	30 00
Waumandee.....	38 44	.....	.....	38 44	132 00	.....	13 86	.....	.....	6 00	.....
Cold Springs.....	.....	231 00	.....	231 00	60 00	.....	.....	50 00	.....	360 00	13 25
Cross.....	60 00	.....	.....	60 00	50 00	.....	.....	60 00	.....	606 60	.....
Gilmanton.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bloomington.....	.....	.....	.....	.....	144 00	.....	.....	144 00	.....	500 00	4 00
BURNETT—No report.	809 84	830 46	.....	1208 30	727 00	.....	20 72	471 00	.....	2183 50	53 25

*The amount of money received from Town Treasurers for local district taxes, is evidently included by the District Clerks, or some of them, in their reports to the Town Superintendent of Franklin, under the head of money received from other sources.

TABLE NO. VI—continued.

Names of Counties and Towns	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total amount received	Amount paid for Teachers wages.	Amount paid for Libraries.	Amount expended for other purposes.	Amount remaining unexpended.	Amount raised by Tax and expended for Teachers wages.	Amount raised by Tax and expended for District Libraries.	Amount raised by tax, and expended on School Houses.	Amount raised by Tax and expended for other purposes.
OALUMET CO.—												
Brillon.....	37 50	185 00	.....	222 50	157 00	.....	65 50	.....	157 00	.....	55 50	10 00
Brothertown.....	291 00	244 57	.....	535 57	549 61	.....	36 00	100 03	68 50	.....	295 00	31 00
Charlestown.....	180 00	51 22	.....	231 22	198 19	23 20	.....	.....	496 00	25 00	.....	42 11
Chilton.....	205 50	100 00	.....	305 50	219 95	.....	.....	25 55	351 00	27 46	95 25	28 00
Harrison.....	192 00	443 00	.....	635 00	595 00	.....	.....	39 00	497 00	.....	260 00	71 70
New Holstein.....	219 75	90 00	.....	309 75	295 00	21 97	.....	.....	50 00	.....	4 50	137 14
Rantoul.....	60 00	16 00	.....	876 00	271 00	.....	.....	.....	185 00	.....	.....	23 00
Stockbridge.....	318 00	94 82	.....	412 82	317 44	.....	.....	252 13	57 00	.....	550 00	6 00
Woodville.....	47 25	.....	.....	47 25	30 00	.....	.....	.....	155 00	.....	.....	.....
	1551 00	1224 41	.....	3575 41	2633 10	45 17	101 50	416 17	2026 50	52 46	1260 25	848 95
BROWN—												
Bellerive.....	189 71	40 24	.....	229 95	199 10	.....	.....	30 85	.....	.....	6 65	29 70
Depere Village.....	177 75	42 28	.....	220 03	216 48	.....	.....	.....	174 00	.....	3000 00	.....
Depere.....	88 50	14 75	.....	103 25	103 25	.....	.....	.....	.....	.....	.....	.....
Fort Howard.....	156 75	79 23	.....	285 98	860 00	28 47	405 88	138 41	100 00	23 47	200 00	844 04
Green Bay City.....	687 75	622 62	.....	1310 37	1310 37	.....	.....	813 54	3512 63	.....	1346 32	269 16
Green Bay.....	1059 62	222 13	.....	1281 75	1244 00	.....	.....	87 75	200 00	.....	304 00	85 00
Glenmore.....	39 75	21 68	.....	61 88	39 50	7 18	.....	14 75	.....	.....	100 00	.....
Holland.....	134 16	85 17	.....	219 33	149 00	6 00	.....	3 40	.....	.....	.....	.....
Howard.....	290 30	170 74	.....	461 04	440 50	31 64	88 41	275 28	321 50	.....	.....	29 00

Lawrence.....	286 50	76 10	.....	312 60	258 58	10 00	22 00	54 04	.....	.....	.....	20 00	.....
Morrison.....	72 88	.....	.....	72 88	202 00	.....	.....	.....	80 00	.....	.....	8 00	6 00
New Denmark.....	86 50	155 43	.....	241 98	154 00	10 00	42 10	43 00	154 00	10 00	.....	20 80	13 86
Pittsfield.....	New town.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rockland.....	106 88	27 44	.....	134 12	928 00	.....	.....	.....	323 00	.....	.....	38 00	.....
Suamico.....	118 79	60 00	.....	261 64	164 64	.....	.....	.....	163 00	.....	.....	186 70	185 13
Wrightstown.....	135 41	99 75	.....	285 16	151 88	.....	.....	43 28	46 53	.....	.....	131 15	28 00
	3580 85	1717 51	.....	5381 71	5316 28	88 24	502 89	1454 30	5071 66	83 47	4323 62	991 04	.....
COLUMBIA—													
Arlington.....	\$174 75	\$200 84	.....	\$375 09	\$366 88	\$6 76	.....	\$1 24	\$340 55	\$80 00	\$102 48	\$76 50	.....
Caledonia.....	229 50	241 82	.....	471 82	471 82	.....	.....	.....	90 75	5 00	132 65	.....	.....
Courtland.....	378 70	.....	.....	278 70	278 70	.....	.....	.....	505 00	23 00	427 56	54 00	.....
Celumbus.....	478 25	889 38	.....	865 58	.....	.....	.....	.....	842 54	.....	376 21	56 25	.....
Dekorra.....	267 25	318 99	.....	506 24	440 80	66 44	.....	.....	545 00	.....	34 85	77 50	.....
Fountain Prairie.....	289 50	234 97	.....	524 47	524 17	.....	.....	.....	686 78	.....	152 36	.....	.....
Fort Winnebago.....	283 00	.....	.....	235 00	230 00	5 00	.....	.....	130 00	5 00	1767 25	.....	.....
Hamden.....	202 00	504 10	.....	406 60	730 30	.....	270 41	96 95	315 00	.....	195 54	84 78	.....
Leeds.....	228 00	264 30	.....	492 30	492 30	.....	.....	.....	264 28	.....	150 00	65 00	.....
Lowville.....	176 25	875 17	.....	1051 42	637 10	.....	.....	.....	266 88	2 85	840 61	101 00	.....
Lodi.....	310 50	228 54	.....	539 04	539 04	.....	.....	.....	327 28	.....	316 00	111 00	.....
Lewiston.....	254 25	270 00	.....	494 25	464 25	.....	.....	.....	346 00	.....	129 25	54 00	.....
Marcellon.....	267 00	455 18	.....	722 13	953 22	.....	.....	80 00	178 97	.....	831 59	106 49	.....
Newport.....	209 25	46 09	.....	255 84	255 44	.....	.....	.....	100 00	.....	1884 48	66 00	.....
Oaego.....	201 75	154 40	.....	356 15	313 11	.....	.....	43 08	210 72	.....	117 33	.....	.....
Pacific.....	78 00	150 00	.....	228 00	228 00	.....	.....	.....	885 00	.....	300 00	85 00	.....
Portage.....	732 25	465 03	.....	1202 28	1202 28	.....	.....	.....	941 00	.....	972 00	300 00	.....
Randolph.....	318 75	330 13	.....	648 88	648 88	.....	.....	.....	1755 59	.....	174 72	.....	.....
Scott.....	285 50	150 15	.....	416 01	416 01	.....	.....	.....	221 51	.....	90 88	104 96	.....
Springvale.....	202 00	167 86	.....	869 98	858 56	16 40	.....	.....	359 08	4 50	.....	76 82	.....
West Point.....	219 30	89 12	.....	308 42	308 42	.....	.....	.....	600 00	.....	441 00	.....	.....
Wyoena.....	360 00	547 36	.....	907 40	1047 12	8 88	.....	.....	898 21	.....	385 86	69 60	.....
	5961 25	5682 98	.....	11649 56	10896 90	102 46	270 41	171 22	9778 12	69 85	8782 62	1488 90	.....

TABLE No. VI.—continued.

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.		Amount rec'd from Town Treasurer.		Amount rec'd from other sources.		Total amount re- ceived.		Amount paid for Teachers' Wages.		Amount paid for Libraries.		Amount expended for other purposes.		Amount remaining unexpended.		Amt't raised by tax and expended for Teachers' Wages.		Amount raised by tax, and expended for District Libra- ries.		Amount raised by tax and expended on School-houses.		Amount raised by tax, and expended for other purposes.	
CHIPPEWA—																								
Eagle Point.....	\$63 00		\$20 00				\$83 00		\$65 00						\$18 00		\$120 00				\$285 00		\$20 00	
La Fayette.....			34 38				84 38								84 38		140 00				600 00		10 00	
Chippewa Falls...	40 90		63 28				104 18		96 00								50 00				1227 50		15 00	
	103 80		118 61				221 51		161 00						52 38		310 00				2012 50		45 00	
CLARK—																								
Weston.....			286 00				286 00		254 00				00 25		132 00		254 00						00 25	
Pine Valley.....			73 00				73 00		73 00															
Levis.....			31 00				43 77		48 77															
			890 00				407 77		875 77				00 25		132 00		254 00						00 25	
CRAWFORD—																								
Marietta.....	30 00								83 25		10 00		100 00								100 00			
Utica.....	100 00		60 00				160 00		160 00								127 00							
Freeman.....	145 50		208 84		99 84		833 84		99 84				106 63				99 84				106 63			
Eastman.....	196 50		142 15				338 65		297 72						40 93						30 00		10 00	
Wausela.....																								
Prairie du Chien..	697 50		549 55				1247 09		1028 99						175 25		709 85				2525 00		203 00	
Clayton.....	93 00		88 30				181 30		176 64		1 00				4 66		185 00				730 00		11 00	
Seneca.....	103 50						103 50		103 50								330 50				743 30		62 20	
Scott.....	245 25		40 00				285 25		506 62						98 34		282 00				635 00		10 00	
	1611 25		1088 88		99 84		2699 63		2456 56		11 00		206 63		819 18		1734 19				4860 93		298 20	

DANE—

Albion	\$269 23	\$351 14	\$20 80	\$641 13	\$607 15	\$25 75	\$3 98	\$87 10	\$1 28	\$109 21
Black Earth	428 00	211 74	...	634 74	801 54	...	49 24	406 33	86 38	50 75
Blooming Grove ..	189 50	144 22	439 77	723 49	471 37	...	...	381 96	805 32	25 65
Blue Mounds	184 25	78 00	...	732 25	272 25	...	...	109 74	...	...
Bristol	254 25	516 20	...	770 45	745 36	...	...	167 48	185 72	129 33
Burke	255 50	423 05	...	678 55	629 31	50 24	214 14	180 45	...	144 92
Christiana	213 42	362 66	...	676 08	...	...	...	934 05	...	...
Cottage Grove	853 25	292 64	...	645 89	922 90	75 53	322 90	849 85	85 00	243 60
Cross Plains	225 00	187 03	...	362 08	362 03	...	...	95 00	8 00	125 71
Dane	254 25	...	...	254 25	252 95	...	1 30	601 48	730 00	51 94
Deerfield	208 25	91 74	...	234 99	335 59	...	...	201 07	730 00	135 74
Dunkirk	449 25	192 06	...	641 21	605 80	...	35 51	434 10	655 70	47 10
Dunn	186 00	333 93	...	519 98	519 98	...	...	181 20	...	100 22
Fitchburg	318 72	223 09	...	541 81	487 63	54 18	...	417 77	360 51	124 63
Madison	198 00	207 77	...	406 65	840 50	1 00	125 91	539 12	27 00	294 63
Madison city	1398 75	...	...	6000 00	5900 00	100 00	5700 00	5900 00	100 00	9368 00
Medina	258 00	206 00	...	424 00	450 67	...	13 23	409 28	334 67	78 60
Middleton	345 46	...	1 85	347 31	347 31	...	...	573 21	43 00	206 11
Montrose	259 50	319 46	...	578 96	578 96	...	...	216 72	...	90 00
Oregon	330 75	443 50	...	777 05	678 57	...	98 68	440 00	50 00	40 00
Perry	127 50	50 00	...	177 50	177 50	...	...	45 00	50 00	19 92
Primrose	195 75	7 46	...	203 21	203 21	...	...	410 60	387 30	93 50
Pleasant Springs ..	650 67	179 00	...	820 67	729 93	14 75	187 75	100 00	256 39	...
Roxbury	310 50	163 04	...	468 54	468 54	...	...	479 79	11 12	89 91
Rutland	342 75	151 49	...	494 24	494 24	...	...	641 41	287 75	228 35
Ray .....	...	...	...	...	...	...	...	213 00	12 00	167 00
Springdale	322 41	160 00	...	472 41	471 01	1 40	...	145 18	85 50	70 94
Springfield	297 00	150 00	...	447 70	428 15	~ 19 55	...	538 83	318 00	108 67
Sun Prairie	327 00	489 02	...	736 02	566 00	142 87	181 84	180 00	60 00	79 00
Vermont	146 25	289 32	...	385 57	899 00	...	...	399 00	25 00	...
Vienna	174 00	100 00	...	340 00	339 00	1 00	143 00	158 00	...	69 03
Verona	276 00	126 72	...	402 72	190 76	...	210 96	686 26	...	186 74
West Port	308 00	490 00	...	788 00	...	...	...	...	...	...
Windsor	203 25	191 15	...	394 40	243 69	17 81	...	18 00	62 00	186 22

TABLE No. VI.—continued.

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.		Amount rec'd from Town Treasurer.		Amount rec'd from other sources.		Total amount received.		Amount paid for Teachers' Wages.		Amount paid for Libraries.		Amount expended for other purposes.		Amount remaining unexpended.		Amt. raised by tax and expended for Teachers' Wages.		Amount raised by tax, and expended for District Libraries.		Amount raised by tax and expended on school-houses.		Amount raised by tax, and expended for other purposes.	
CHIPPEWA—																								
Eagle Point.....	\$63 00	\$20 00					\$83 00	\$65 00							\$18 00	\$120 00					\$285 00		\$20 00	
La Fayette.....		34 38					84 38								34 38	140 00					500 00		10 00	
Chippewa Falls...	40 90	63 28					104 18	98 00								50 00					1227 50		15 00	
	103 90	118 61					221 51	161 00							52 38	310 00					2012 50		45 00	
CLARK—																								
Weston.....		286 00					286 00	254 00					00 25		132 00	254 00							00 25	
Pine Valley.....		73 00					73 00	78 00																
Levis.....		31 00					48 77	48 77																
		890 00					407 77	875 77					00 25		132 00	254 00							00 25	
CRAWFORD—																								
Marietta.....	30 00							83 25			10 00		100 00								100 00			
Utica.....	100 00	60 00					160 00	160 00								127 00								
Freeman.....	145 50	208 84			99 84		353 84	99 84					106 63			99 84					106 63		10 00	
Eastman.....	196 50	142 15					338 65	297 72							40 93						30 00			
Waureika.....																								
Prairie du Chien..	697 50	649 55					1247 09	1028 99							175 25	709 85					2525 00		208 00	
Clayton.....	93 00	88 30					181 30	176 64			1 00				4 66	185 00					730 00		11 00	
Seneca.....	103 50						103 50	103 50								330 50					743 30		62 20	
Scott.....	245 25	40 00					285 25	506 62							98 34	232 00					635 00		10 00	
	1611 25	1088 88			99 84		2609 63	2456 56			11 00		206 63		319 18	1734 19					4860 93		296 20	

DANE—

Albion	\$369 22	\$351 14	\$20 80	\$641 18	\$907 15	.....	\$3 98	\$97 10	.....	\$1 28	\$109 21
Black Earth	498 00	211 74	.....	684 74	801 54	.....	49 24	406 38	.....	86 83	50 75
Blooming Grove ..	189 50	144 22	459 77	732 49	471 87	.....	.....	331 96	.....	806 82	25 65
Blne Mounds	194 25	78 00	.....	972 25	272 25	.....	804 87	109 74	.....	.....	.....
Bristol	254 25	518 20	.....	770 45	745 36	.....	20 55	167 48	.....	185 72	129 83
Burke	266 50	428 05	.....	678 55	629 31	.....	.....	180 45	.....	.....	144 92
Christiana	213 42	362 66	.....	676 08	.....	.....	.....	934 05	.....	85 00	243 00
Cottage Grove	858 25	292 64	.....	645 89	922 90	75 53	.....	349 85	10 00	8 00	125 71
Cross Plains	226 00	187 03	.....	362 08	362 03	.....	.....	95 00	.....	730 00	51 94
Dane	254 25	.....	.....	254 25	252 95	.....	1 80	601 48	.....	780 00	136 74
Deerfield	208 25	91 74	.....	294 99	395 59	.....	.....	201 07	.....	656 70	47 10
Dunkirk	449 25	162 06	.....	641 21	605 80	.....	35 51	434 10	.....	.....	100 22
Dunn	186 00	333 83	.....	519 96	619 98	.....	.....	181 20	.....	360 51	124 83
Fitchburg	318 72	223 09	.....	541 81	487 63	64 18	.....	417 77	.....	27 00	294 63
Madison	198 00	207 77	.....	406 65	840 50	1 00	182 25	539 12	1 00	366 00	86 80
Madison city	1398 75	.....	.....	6000 00	5900 00	100 00	5700 00	5900 00	100 00	384 67	78 60
Medina	258 00	206 00	.....	464 00	450 67	.....	.....	409 26	.....	43 00	74 20
Middleton	345 46	.....	1 85	947 91	847 81	.....	.....	573 21	.....	.....	206 11
Montrose	259 50	319 46	.....	678 96	678 96	.....	.....	216 72	18 89	50 00	90 00
Oregon	380 75	448 50	.....	777 05	678 57	.....	98 68	440 00	.....	50 00	40 00
Perry	127 50	50 00	.....	177 50	177 50	.....	.....	45 00	.....	50 00	19 92
Prinrose	195 75	7 46	.....	203 21	208 31	.....	.....	410 60	.....	387 30	93 50
Pleasant Springs ..	650 67	179 00	.....	820 67	729 93	14 75	187 75	100 00	.....	256 39	89 50
Roxbury	810 50	158 04	.....	468 54	468 54	.....	.....	479 79	.....	11 12	39 91
Rutland	342 75	151 49	.....	494 24	494 24	.....	.....	641 41	.....	287 75	228 35
Ray .....	.....	.....	.....	.....	.....	.....	.....	213 00	12 00	12 00	167 00
Springdale	322 41	150 00	.....	472 41	471 01	.....	1 40	145 18	.....	85 50	70 94
Springfield	297 00	150 00	.....	447 70	426 15	19 55	.....	538 83	19 55	318 00	108 67
Sun Prairie	327 00	449 02	.....	736 02	566 00	.....	143 87	180 00	.....	60 00	79 00
Vermont	146 25	239 32	.....	385 57	389 00	.....	.....	399 00	.....	25 00	.....
Vienna	174 00	100 00	.....	340 00	339 00	.....	1 00	158 00	.....	.....	69 03
Verona	276 00	126 72	.....	402 72	190 76	.....	.....	686 26	.....	.....	186 74
West Port	308 00	480 00	.....	788 00	.....	.....	.....	.....	.....	.....	.....
Winador	203 25	191 15	.....	394 40	243 69	17 81	105 00	18 00	12 00	62 00	186 22

TABLE No. VI.—continued.

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total Amount received.	Amount paid for Teachers wages.	Amount paid for Libraries.	Amount expended for other purposes.	Amount remaining unexpended.	Amount raised by Tax and expended by Teachers wages.	Amount raised by Tax and expended by District Libraries.	Amount raised by Tax and expended by School Houses.	Amount raised by Tax and expended by other purposes.
DANE—cont.												
York.....	\$252 00	\$289 84	.....	\$491 84	\$491 84	.....	.....	.....	\$543 15	.....	\$319 33	\$88 45
Berry.....	178 50	780 67	\$164 18	1078 85	504 00	.....	.....	\$118 37	102 00	.....	368 15	80 00
	10641 00	7890 99	626 60	29327 09	21066 74	368 34	6843 66	1840 16	4236 01	203 44	5890 07	13087 68
DODGE—												
Asheppun.....	446 25	200 00	.....	646 25	581 63	64 62	.....	.....	292 21	5 00	77 05	104 25
Beaver Dam.....	427 50	389 65	.....	827 15	705 92	74 23	.....	47 01	516 73	.....	80 00	62 63
Do. city.....	625 00	.....	.....	.....	571 78	41 80	.....	.....	1150 00	.....	50 00	865 00
Barnett.....	277 50	125 40	.....	402 90	362 61	40 28	.....	.....	499 23	.....	146 00	171 29
Calamus.....	260 25	97 35	.....	357 60	1025 12	.....	.....	57 79	.....	.....	847 93	122 62
Chester.....	417 75	79 23	84 78	581 76	581 76	.....	.....	.....	749 00	.....	141 00	231 51
Clyman.....	421 50	278 63	.....	700 13	613 78	90 35	.....	.....	705 45	20 00	11 00	423 15
Elba.....	842 00	268 30	.....	610 30	610 30	.....	.....	.....	547 00	.....	151 75	225 63
Emmet.....	485 00	409 95	.....	904 95	814 95	90 00	.....	.....	869 00	.....	82 17	8 00
Herman.....	450 00	254 31	.....	784 31	605 73	64 43	40 85	23 30	89 00	20 25	123 54	43 00
Fox Lake.....	554 50	268 95	.....	823 45	741 11	82 34	.....	5 71	1626 15	14 00	370 71	444 48
Hubbard.....	667 50	.....	.....	667 50	667 50	.....	.....	.....	1642 25	.....	.....	237 06
Hustisford.....	303 12	303 12	.....	675 12	631 57	63 55	.....	.....	882 78	.....	125 00	221 51
Le Roy.....	225 00	266 05	.....	491 05	770 30	.....	.....	222 53	177 09	.....	155 35	71 59
Lomira.....	362 50	306 66	.....	661 15	1192 40	.....	.....	.....	282 69	.....	293 96	79 18
Lowell.....	454 50	292 06	.....	946 56	716 83	30 18	.....	.....	571 73	.....	87 00	185 87
Oak Grove.....	558 75	875 72	.....	934 47	918 07	18 18	.....	8 22	912 50	18 18	1103 99	184 91

Lebanon.....	416 00	389 38	.....	755 38	684 62	70 71	.....	111 28	.....	81 20	17 70
Portland.....	291 77	100 00	.....	891 77	898 66	27 67	140 00	562 76	5 00	686 50	150 40
Rabicon.....	655 50	240 24	.....	898 58	897 43	.....	.....	303 96	.....	175 48	70 97
Shields.....	366 75	357 60	.....	724 35	720 00	36 67	.....	100 00	.....	.....	57 44
Theresa.....	613 44	150 00	.....	763 41	763 41	.....	.....	778 77	.....	107 15	46 00
Trenton.....	478 50	195 03	.....	678 53	665 00	18 53	.....	895 79	.....	.....	169 44
Westford.....	135 00	256 46	.....	891 46	891 46	.....	.....	318 00	.....	419 28	54 25
Williamstown.....	445 50	177 46	.....	622 96	845 00	.....	225 00	285 00	.....	2817 90	113 46
DOOR—	10689 96	5833 52	84 78	16186 07	17111 49	819 04	405 85	783 44	18742 22	82 48	7938 91
Otumba.....	141 12	350 53	.....	491 65	284 76	.....	256 99	.....	117 16	.....	.....
Gibraltar.....	.....	.....	118 00	118 00	103 00	.....	10 00	.....	New town, no report of taxes collected	.....	.....
DOUGLAS—	141 12	350 53	118 00	609 65	342 76	.....	266 99	.....	117 16	.....	.....
Superior.....	.....	1559 21	.....	.....	745 00	.....	681 81	182 90	745 00	.....	599 66
DUNN—	38 00	.....	.....	83 00	154 00	.....	.....	.....	154 00	.....	45 00
Menominee.....	75 18	874 00	.....	449 18	292 00	.....	6 00	.....	.....	.....	.....
Dunn.....	73 50	79 87	.....	153 87	153 37	.....	15 00	.....	.....	.....	.....
Eau Galla.....	24 75	34 33	.....	58 17	42 46	.....	.....	.....	.....	.....	.....
Rock Creek.....	179 00	106 08	.....	287 08	184 00	.....	.....	.....	.....	.....	.....
Spring Brook.....	385 43	596 28	.....	980 80	815 83	.....	21 00	154 00	.....	.....	45 00
EAU CLAIR—	38 94	125 00	.....	163 94	168 94	.....	.....	.....	.....	191 02	4 00
Bridge Creek.....	150 00	92 73	159 72	402 45	402 45	.....	.....	85 70	.....	300 00	21 50
Eau Claire.....	38 70	100 00	4 00	183 70	187 70	.....	.....	.....	.....	.....	.....
Brunswick.....	38 75	1411 21	.....	1447 96	297 15	.....	.....	260 40	.....	1108 81	42 00
Half Moon.....	259 89	1728 94	163 72	2143 05	1001 24	.....	.....	296 10	.....	1599 83	67 50

TABLE No. VI.—continued.

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total amount received.	Amount paid for Teachers' Wages.	Amount paid for Libraries.	Am't expended for other purposes.	Amount remaining unexpended.	Am't raised by tax Teachers' Wages.	Amount raised by tax and expended for District Libraries.	Amount raised by tax and expended on School Houses.	Amount raised by tax and expended for other purposes.
FOND DU LAC—												
Fond du Lac city.	\$1530 00	\$520 08	.....	\$2050 08	\$1980 08	\$70 00	.....	.....	\$1545 00	\$80 00	\$300 00	\$1425 00
Auburn	259 50	248 01	.....	507 51	507 51	.....	.....	.....	319 16	.....	143 00	99 11
Ashford	390 75	359 06	.....	749 81	746 46	.....	.....	2 35	121 38	.....	300 00	149 38
Alto	283 50	109 89	.....	393 39	388 54	4 85	.....	.....	623 08	.....	355 00	416 42
Byron	314 75	429 68	.....	744 44	711 02	26 18	.....	7 24	603 31	.....	225 00	259 99
Calumet	881 75	167 41	.....	689 16	539 18	.....	.....	.....	237 21	21 00	16 00	101 14
Empire	250 00	.....	.....	473 60	.....	.....	.....	.....	1164 10	.....	15 00	17 00
El Dorado	304 78	413 52	.....	717 28	850 13	15 47	246 64	230 83	100 00	15 47	207 00	46 64
Eden	321 75	318 47	.....	640 22	600 71	39 50	.....	85 83	196 00	.....	879 73	44 50
Forest	294 72	132 00	.....	426 72	358 10	11 25	231 06	126 78	288 93	.....	.....	26 86
Friendship	163 50	219 63	.....	383 13	877 38	5 86	.....	.....	275 59	10 00	382 68	136 52
Fond du Lac.	288 75	248 42	.....	537 17	537 17	.....	.....	.....	286 00	5 00	.....	152 00
Lamartine	318 00	279 03	.....	597 03	597 03	.....	.....	.....	417 00	6 00	.....	88 57
Metomen	460 50	166 75	.....	617 25	599 44	.....	.....	.....	920 37	80 00	52 50	286 90
Oakfield	331 50	287 61	.....	619 11	915 00	10 00	116 22	17 81	195 89	10 00	225 00	116 22
Oscola	195 75	227 22	.....	422 97	422 97	.....	.....	224 06	252 00	.....	167 70	65 22
Marshfield	360 75	132 00	.....	492 75	492 75	.....	.....	.....	20 00	.....	19 88	20 53
Rosendale	285 00	134 00	.....	419 31	419 31	.....	.....	.....	984 80	.....	249 06	96 99
Springvale	337 50	135 95	.....	473 45	473 45	.....	.....	.....	983 35	10 00	323 00	310 18
Taycheedah	890 75	380 00	.....	770 75	428 61	.....	.....	341 94	1047 01	.....	282 50	135 25
Waupun	503 25	167 87	60 38	730 95	686 18	52 00	.....	40 50	1226 68	16 24	52 00	267 44

Ripon.....	181 87	64 49	250 86	250 86	250 86	.....	.....	554 88	290 11	47 27
Ripon city.....	469 08	113 69	582 77	582 77	537 00	45 77	.....	900 00	1250 00	405 00
	8617 68	5,234 29	60 38	14139 21	18318 26	280 82	593 91	1,027 83	13259 39	5625 16
									152 71	4713 18
GRANT—										
Bedford.....	\$328 55	\$100 00	.....	\$428 55	\$363 62	.....	.....	\$64 93	\$422 54	\$25 00
Blue River.....	99 25	.....	.....	99 25	82 82	.....	.....	16 43	134 84	151 07
Clifton.....	265 35	96 74	.....	362 09	362 69	.....	.....	.....	106 00	230 00
Cassville.....	840 30	624 75	.....	965 05	933 45	.....	31 60	.....	317 50	136 50
Ellenboro.....	298 00	108 14	.....	396 14	396 14	.....	.....	.....	287 00	180 00
Fennimore.....	399 70	269 14	.....	668 82	668 84	.....	.....	.....	799 00	610 00
Harrison.....	262 40	136 92	.....	399 82	393 07	.....	5 85	.....	440 71	108 00
Hazle Green.....	671 80	302 00	.....	973 80	840 67	.....	86 15	.....	683 00	287 59
Hickory Grove.....	122 75	75 00	.....	197 75	356 85	.....	36 36	.....	356 50	87 72
Jamestown.....	224 75	246 75	.....	471 50	380 50	.....	77 25	12 75	.....	.....
Lancaster.....	537 29	.....	.....	537 29	537 29	.....	.....	.....	1074 80	48 28
Liberty.....	88 20	27 40	.....	115 60	115 60	.....	.....	.....	.....	25 02
Lima.....	270 50	129 00	.....	399 50	392 15	.....	.....	7 85	552 27	92 25
Little Grant.....	122 15	44 00	.....	166 15	166 15	.....	.....	.....	208 68	29 28
Marion.....	184 87	.....	.....	184 97	184 97	.....	.....	8 95	381 91	83 00
Millville.....	438 80	162 50	.....	598 00	600 80	.....	.....	.....	595 00	106 95
Muscoda.....	212 43	104 00	.....	316 43	316 00	.....	.....	.....	150 00	.....
Paris.....	194 80	.....	.....	194 80	194 80	.....	.....	.....	132 00	197 10
Patch Grove.....	271 95	118 00	.....	387 95	398 78	.....	.....	.....	398 78	60 50
Platteville.....	787 20	365 01	.....	1132 21	860 00	.....	502 21	.....	500 00	1600 00
Potosi.....	729 10	825 00	.....	1054 10	1054 10	.....	.....	.....	398 30	47 62
Smelter.....	318 85	128 00	.....	441 85	441 85	.....	.....	.....	595 14	35 00
Wingville.....	168 80	.....	.....	192 79	190 65	.....	2 14	.....	440 62	42 50
Watertown.....	95 00	47 00	.....	148 55	142 55	.....	.....	.....	.....	.....
Wyalusing.....	153 00	59 00	.....	212 00	182 00	.....	.....	107 14	25 00	30 00
Waterloo.....	140 40	62 85	.....	203 25	208 25	.....	.....	.....	.....	.....
	7,710 79	8529 20	.....	11242 71	10544 59	.....	789 42	214 89	8,958 59	6038 62
			.....			.....	10 00	.....	.....	1749 69

TABLE No. VI.—*continued.*

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total Amount received.	Amount paid for Teachers wages.	Amount paid for Libraries.	Amount expended for other purposes.	Amount remaining unexpended.	Amount raised by tax and expended for Teachers wages.	Amount raised by Tax and expended by District Libraries.	Amount raised by Tax and expended on School Houses.	Amount raised by Tax and expended for other purposes.
GREEN LAKE—												
Berlin City.....	510 00	169 15	.....	679 15	679 15	.....	.....	.....	1000 00	.....	25 00	.....
Berlin.....	217 50	97 00	.....	314 50	303 24	11 26	.....	.....	638 20	4 00	161 75	168 80
Brooklyn.....	234 75	115 44	.....	350 19	.....	.....	.....	72 08	737 07	49 00	150 00	.....
Dayton.....	288 11	150 00	.....	438 11	419 59	18 52	.....	.....	463 48	22 00	.....	102 55
Green Lake.....	299 25	431 10	.....	730 35	647 32	59 45	.....	13 58	754 16	38 40	4 00	280 82
Kingston.....	259 14	98 56	.....	357 60	300 00	.....	.....	57 60	536 00	.....	.....	74 00
Macford.....	345 00	236 86	.....	581 86	462 18	16 38	.....	103 29	854 60	59 03	19 00	241 72
Manchester.....	274 50	152 76	.....	427 26	492 31	25 27	.....	9 68	388 00	10 00	.....	90 75
Marquette.....	122 40	36 00	.....	158 40	158 40	.....	.....	.....	208 06	.....	.....	21 84
Marquesan.....	131 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Princeton.....	307 20	166 79	4 00	478 29	443 64	30 75	.....	.....	843 12	30 00	.....	99 83
Seneca.....	69 00	89 00	.....	158 00	129 00	.....	29 00	.....	60 00	.....	12 00	17 00
Ste. Marie.....	171 00	45 80	.....	216 80	216 80	.....	.....	.....	284 11	.....	64 10	43 75
	3229 15	1788 46	4 00	4890 51	4151 53	161 63	29 00	256 23	6611 75	212 48	435 85	1081 16
GREEN—												
Albany.....	443 07	200 00	.....	643 07	643 07	.....	.....	.....	620 00	4 34	345 56	245 45
Adams.....	353 50	50 00	.....	404 30	400 00	.....	59	28 31	.....	.....	.....	7 00
Clarno.....	444 75	315 66	.....	760 41	760 41	.....	.....	.....	216 57	.....	306 15	31 55
Brooklyn.....	263 00	213 19	.....	476 19	428 53	47 61	.....	.....	598 25	18 00	88 00	129 75
Exeter.....	287 75	257 53	.....	525 33	410 33	15 00	.....	.....	208 00	5 00	.....	45 50

Decatur.....	368 25	200 00	152 79	721 04	953 50	242 46	171 20	415 00	500 00	266 00	60 00
Jefferson.....	384 00	155 81	.....	539 81	539 81	.....	.....	885 84	.....	.....	111 50
Jordan.....	264 25	216 59	.....	470 84	400 60	.....	70 23	146 00	.....	.....	20 00
Mt. Pleasant.....	339 75	460 00	2 00	801 75	800 50	1 25	.....	201 50	1 25	.....	147 00
Monroe.....	639 25	289 28	.....	958 53	958 53	.....	.....	1236 30	.....	1488 18	166 50
New Glarus.....	171 00	146 57	.....	316 57	397 81	27 70	27 12	150 00	40 00	15 60	.....
Sylvester.....	349 50	282 00	.....	631 50	631 50	.....	.....	150 00	.....	350 00	50 00
Spring Grove.....	344 25	268 42	.....	1358 20	591 94	766 26	.....	591 94	.....	.....	40 73
Washington.....	233 50	297 50	.....	538 90	504 98	28 82	28 82	227 00	80 00	.....	86 30
York.....	163 00	.....	.....	163 50	434 00	22 00	187 39	150 00	.....	.....	17 50
Oades.....	385 90	110 00	.....	495 90	495 90	.....	.....	382 91	.....	.....	20 25
IOWA--	5454 72	4041 60	164 79	9890 74	9401 46	1256 68	1031 81	5568 51	548 59	2854 49	1179 03
Arena.....	267 00	819 25	854 15	1440 40	1180 22	257 20	2 98	596 95	.....	156 02	101 18
Clyde.....	156 75	227 66	820 20	704 41	548 53	156 08	.....	164 12	.....	128 05	28 03
Dodgeville.....	908 25	799 62	2463 58	4161 45	3726 67	25 00	278 47	2155 11	25 00	97 62	175 75
Highland.....	550 50	801 10	1162 06	2013 68	1311 60	802 08	.....	460 00	.....	753 98	45 10
Linden.....	432 00	171 83	851 77	1455 60	901 69	582 22	.....	259 55	.....	461 79	130 43
Mifflin.....	344 25	85 00	720 35	1149 60	915 75	838 86	.....	396 50	.....	393 75	89 10
Mineral Point.....	334 50	67 34	750 00	1151 84	913 34	236 10	40	513 90	.....	150 00	86 10
Mineral P't. City.....	936 75	1011 21	.....	1847 96	1425 05	522 96	.....	489 25	.....	123 46	399 59
Pulaski.....	224 25	52 78	1291 00	1668 03	767 03	811 00	.....	480 00	.....	786 00	25 00
Ridgeway.....	463 50	383 16	473 10	1319 76	1066 57	104 55	2 79	249 53	3 00	116 02	104 55
Wyoming.....	201 00	385 00	910 00	1446 00	901 00	845 00	.....	265 00	.....	500 00	145 00
Waldwick.....	246 00	139 42	804 50	1196 92	820 42	879 50	.....	485 00	.....	850 00	29 50
JACKSON--	5064 75	3893 37	10590 73	18543 65	14277 82	57 62	5114 01	6454 91	28 00	3923 79	1800 24
Albion.....	878 21	204 74	.....	582 95	349 00	.....	233 95	204 74	.....	1000 00	.....
Alma.....	139 15	89 69	.....	229 84	130 00	19 18	.....	130 00	19 19	48 66	32 50
Bristol.....	93 99	438 20	523 19	175 69	406 50	175 69	248 75
Hixton.....	61 00	41 59	102 59	102 59	376 81	20 00

TABLE NO. VI.—continued.

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JACKSON—cont.												
Irving	114 38	40 00	154 40	289 11	81 00	88 81
Manchester	35 54	51 00	86 54	86 54	86 54
Northfield
	822 28	915 22	1584 11	998 22	19 18	639 45	1261 89	19 18	1878 41	140 81
JEFFERSON—												
Artalan	\$217 50	\$140 62	\$358 12	\$358 12	\$890 52	\$73 49	\$43 43
Cold Spring	219 00	90 08	309 08	309 08	808 68	92 30
Concord	395 25	143 90	10 25	549 46	549 26	701 20	572 88	140 88
Farmington	399 00	140 62	539 62	503 00	417 00	10 00	532 00	54 88
Hebron	276 00	518 59	794 59	757 00	156 58	172 39	89 28	116 66
Ixonla	520 50	305 42	825 92	730 00	65 36	30 56	263 16	30 32	177 43
Jefferson	756 00	528 84	1284 84	1284 84	476 07	738 28	89 49
Koshkonong	561 75	282 76	744 51	844 88	661 00	174 25	1853 22	199 81
Lake Mills	399 75	168 74	568 49	558 49	362 71	5 00	52 00	90 31
Milford	391 50	295 41	686 91	684 20	172 82	657 81	37 56
Palmyra	449 91	203 95	653 86	653 86	1405 66	2126 00	172 70
Sullivan	436 50	155 65	592 15	572 61	19 54	736 74	56 25	95 91
Watertown	433 50	364 57	798 07	570 42	227 65	177 86	3 50	10 00	119 81
Watertown	697 50	171 18	868 68	842 05	9 70	16 93	301 50	81 00	59 19

Watertown City...	2652 75	305 91	.....	2652 75	.....	.....	805 07	.....	1159 65	.....	44 97
Oakland.....	315 00	.....	.....	620 91	650 49	20 00	837 28	20 00	62 75	.....	.....
	9121 41	3806 24	10 25	10185 21	12521 05	114 60	7689 66	212 75	7994 88	1534 38	.....
JUNEAU.—											
Armenia.....	\$34 50	\$38 83	.....	\$68 33	.....	.....	\$135 00	.....	\$60 00	\$55 00	.....
Needah.....	65 35	68 09	.....	133 44	133 44	.....	100 00	.....	50 00	30 00	.....
Orange.....	36 75	28 49	.....	65 24	65 24	.....	97 92	.....	66 58	31 00	.....
Clearfield.....	3 75	46 90	.....	50 65	.....	.....	.....	.....	.....	.....	.....
Germantown.....	141 75	92 50	.....	234 25	234 25	.....	188 00	.....	150 00	18 00	.....
Lisbon.....	173 25	60 19	.....	233 44	233 44	.....	335 50	.....	118 00	63 00	.....
Fountain.....	80 00	70 00	.....	150 00	150 00	.....	47 00	.....	38 00	.....	.....
Plymouth.....	87 00	.....	.....	87 00	87 00	.....	378 00	.....	478 00	.....	.....
Lindina.....	389 75	229 83	.....	569 55	.....	.....	1001 00	17 00	1928 22	143 00	.....
Lemonwiler.....	247 60	78 08	.....	327 58	327 58	.....	763 42	.....	1808 85	265 76	.....
Marion.....	128 25	84 98	.....	213 83	213 23	.....	40 00	.....	150 00	25 00	.....
Woneooc.....	104 21	98 22	.....	241 72	201 72	.....	185 00	.....	210 00	190 00	.....
Summit.....	93 00	.....	41 00	134 00	93 00	.....	556 00	50 00	474 00	50 00	.....
Seven Mile Creek.....	107 25	88 84	.....	198 09	186 00	10 09	42 00	.....	213 38	37 50	.....
Kildare.....	104 25	90 54	.....	256 89	253 00	3 80	382 72	3 00	8 78	45 92	.....
Lyndon.....	29 49	5 00	.....	34 48	29 48	.....	48 51	.....	23 55	11 75	.....
	1776 15	1075 49	80 29	2995 93	2275 71	3 80	4302 07	70 00	5777 31	955 98	.....
KEWAUNEE.—											
Kewaunee.....	.....	.....	.....	\$100 00	.....	.....	.....	.....	.....	.....	.....
Casco.....	\$200 00	.....	.....	200 00	.....	.....	\$200 00	.....	\$70 00	\$38 50	.....
Wolf.....	230 00	.....	.....	230 00	.....	.....	.....	.....	950 00	10 00	.....
Franklin.....	104 75	.....	.....	192 00	.....	.....	192 00	.....	161 30	20 00	.....
Carlton.....	.....	.....	.....	72 00	.....	.....	72 00	.....	371 00	.....	.....
Red River.....	175 00	.....	.....	72 00	.....	.....	72 00	5 00	173 00	72 00	.....
Coryville.....	.....	.....	.....	36 00	.....	.....	36 00	.....	76 00	.....	.....
Montpelier.....	68 00	.....	.....	68 00	.....	.....	.....	.....	.....	.....	.....
	\$777 75	.....	.....	963 54	970 00	31 20	572 00	5 00	1806 20	140 50	.....

KEWAUNEE.—

Kewaunee.....
 Casco.....
 Wolf.....
 Franklin.....
 Carlton.....
 Red River.....
 Coryville.....
 Montpelier.....

TABLE No. VI.—continued.

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KENOSHA—										
Kenosha.....	1061 25	11498 31	12657 06	4650 00	6907 00
Somers	329 25	1088 94	1368 19	1236 43	129 11	50 72	719 90	187 16
Pleasant Prairie..	433 50	850 12	1263 63	1277 29	6 33	259 67	297 63
Bristol	331 75	878 87	1260 62	1260 62	678 00	237 12
Salem.....	408 00	200 00	1822 84	1399 00	23 00	772 75	635 00	137 75
Wheatland	421 50	700 00	1121 50	1091 60	29 90
Brighton	340 50	692 87	1038 37	1103 86	61 90	427 64	165 70	211 31
Paris.....	333 00	1228 41	1216 15	1622 00	15 57	313 16	311 37	801 25	121 59
	8708 75	17085 52	21664 36	18640 80	270 81	8092 91	1746 66	3248 52	1506 43
LA CROSSE—										
La Crosse city....	650 25
Neshonoc	286 82	226 37	226 37
Farmington	312 65	239 65	78 00	334 91
Onalaska	360 38	273 28	43 00
Greenfield	193 21	316 00	509 21	325 00	34 50	46 80	102 91
Rangor	153 77	145 00	124 31
Barnes	685 51	500 00	42 46	174 70
Berrie	205 13	436 00	420 00
Holland	618 46	104 10	104 10	374 87	371 00	7 00
Jackson	131 65	173 00	331 98	190 00

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MANITOWOC—cont.												
Kosuth	\$348 75	212 67	561 42	313 88	34 87	212 67	642 00	54 00	21 50	55 25
Manitowoc	735 00	735 00	735 00	1440 00	1300 00	30 00
do Rapids	827 00	827 00	327 00	100 00
Maple Grove	147 75	147 75	120 00	27 25	107 50
Meane	254 25	49 13	303 38	114 64	188 74	307 12	454 70	77 97
Minicott	453 75	453 75	453 75	467 12	20 00	59 00
Newton	424 50	424 50	424 50	15 00	387 00	50 00
Rockland	124 50	124 50	109 50	146 50	237 00	7 50
Schleswig	97 50	97 50	97 50	79 00	725 14	10 00
Two Rivers	609 00	609 00	609 00	1050 50	219 50
	4815 25	262 78	281 80	533 983	4772 82	93 97	22 00	451 14	6874 27	93 00	3244 15	663 72
MARATHON—												
Wausau	232 83	184 42	417 25	417 25	60 00	49 00
Mosinee	77 37	58 38	135 75	120 75	38 49	211 39
Jenny	8 00	5 50	13 50	10 00
Eau Claire
Texas	318 20	248 90	566 50	548 00	98 49	260 39

MARQUETTE CO.

Buffalo.....	190 51	123 83	.....	313 84	683 84	.....	17 00	.....	370 00	.....	.....	17 00
Crystal Lake.....	152 07	.....	.....	152 07	378 77	.....	156 50	16 55	241 25	.....	124 49	14 01
Harris.....	151 47	82 63	.....	234 10	348 34	9 45	1 00	49 63	174 17	9 45	.....	1 00
Moundville.....	242 42	328 00	.....	570 42	892 17	8 00	220 67	.....	321 75	8 00	153 12	67 55
Montello.....	106 84	41 91	.....	147 75	597 57	8 00	174 46	.....	452 82	.....	187 00	37 46
Mecan.....	109 31	11 49	.....	118 80	209 45	14 35	.....	.....	105 00	.....	.....	.....
Neshkoro.....	87 71	21 85	.....	109 56	237 56	.....	5 00	.....	128 00	.....	.....	5 00
Newton.....	162 30	100 00	.....	202 80	231 49	.....	87 14	37 24	6 43	.....	18 64	18 50
Oxford.....	203 26	38 94	.....	242 20	607 20	.....	426 00	.....	365 00	.....	400 00	26 00
Packwaukee.....	179 25	37 63	.....	216 93	987 74	.....	27 50	22 82	287 51	.....	.....	27 50
Shields.....	161 99	18 40	.....	180 39	369 05	22 92	43 95	.....	199 01	11 88	.....	43 95
Springfield.....	108 68	.....	.....	108 68	108 68	.....	.....	.....	123 00	10 00	34 75	54 00
Westfield.....	109 50	86 88	.....	196 38	288 76	28 37	88 75	12 25	.....	.....	.....	.....
	1964 31	891 11	.....	2853 42	5988 62	81 09	1197 97	138 49	2773 94	34 33	886 00	311 97

MILWAUKEE--

Franklin.....	471 09	531 78	.....	1092 78	955 68	47 15	.....	.....	215 70	.....	322 50	67 35
Greenfield.....	786 50	687 98	85	1425 31	1425 31	.....	.....	.....	489 02	5 00	97 26	168 98
Granville.....	792 75	338 30	.....	1181 05	.....	.....	118 35	180 17	468 73	.....	18 17	110 89
Lake.....	526 50	622 64	.....	1149 14	1104 42	.....	18 26	26 46	21 31	.....	427 77	139 10
Milwaukee.....	762 00	186 88	.....	943 88	946 68	.....	.....	2 20	373 43	.....	365 00	209 58
Oak Creek.....	545 25	514 84	.....	1060 09	954 09	89 71	.....	17 29	198 77	51 48	272 90	269 35
Wauwatosa.....	717 00	453 14	.....	1170 14	1170 14	.....	.....	.....	548 76	85 45	825 50	807 04
Milwaukee City..	8902 51	12997 91	.....	21900 42	24477 04	.....	6648 84	9225 46	.....	.....	.....	.....
	13453 51	16883 45	85	29837 81	31033 31	136 86	6780 45	9401 58	2815 71	91 93	1829 10	1273 24

MONROE--

Adrian.....	133 50	31 82	.....	165 32	288 00	.....	.....	.....	348 28	.....	17 00	.....
Angelo.....	22 50	.....	68 45	50 00	.....	.....	.....	.....	336 93	.....	180 00	61 50
Clifton.....	12 00	28 00	.....	90 95	89 85	.....	.....	.....	.....	.....	90 00	.....
Eaton.....	128 75	426 35	.....	40 00	40 00	.....	.....	.....	22 00	.....	.....	.....
Greenfield.....	39 00	98 63	550 10	378 65	171 45	125 00	262 50	12 50
Glendale.....	187 68	104 92	32 71	5 00

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MONROE—cont.												
Leon	\$180 50	130 50	120 50	332 07	351 47	89 75
Lafayette	65 25	\$119 00	184 25	154 00	8 00	300 00	5 00
Leroy	21 00	21 00	21 00	50 00	330 00	80 00
Little Falls	63 50	55 00	14 06	132 56	105 50	8 00	105 50
Portland	89 25	10 00	99 25	100 00	100 00	605 00
Ridgeville.....	55 50	138 24	193 74	148 55	45 19	62 45	5 00	10 00	10 00
Sparta	333 00	230 79	633 79	632 75	970 00	575 00	106 00
Sheldon.....	75 75	58 00	131 75	131 75	13 63	56 38
Tomah	54 75	98 71	148 46	148 46	201 00	34 00	27 75
Wilton.....	67 50	141 00	208 50	208 50	198 50	600 00	61 50
Wellington.....	10 00	123 44	133 44	120 00	19 44	45 00	403 00
	1346 75	1626 98	82 51	3056 24	2802 47	8 00	271 79	2913 36	5 00	3309 35	404 90
OCONTO—												
Marquette	280 00	280 00	163 25	30 00	10 00	71 71	163 35	30 00
Oconto.....	144 00	273 00	200 00	93 00	500 00	24 00	50 00
Stiles.....	68 25	518 00	145 00	118 00	68 25	145 00	280 00	118 50
Pensaukee.....	67 50	67 50	25 50	100 00	30 60	10 00
	279 75	280 00	1198 50	508 25	30 00	221 50	165 46	908 35	84 60	280 00	178 50

OUTAGAMIE—

Appleton city.....	427 50	207 64	685 14	685 14	.....	.....	.....	410 00	.....	189 20	38 65
Bovina.....	63 00	17 75	86 75	80 00	.....	.....	.....	410 00	.....	840 00	39 00
Buchanan.....	.....	.....	60 29	200 00	2 14	31 43	10 00	199 34	.....	.....	15 64
Center.....	75 00	94 24	169 24	264 75	.....	245 65	200 84	252 00	.....	178 90	16 75
Ellington.....	126 00	161 89	288 64	288 64	.....	.....	.....	380 00	.....	310 00	268 66
Embarrass.....	63 75	.....	63 75	60 00	.....	75 40	41 60	60 00	.....	53 40	22 00
Freedom.....	159 00	241 00	400 00	400 00	.....	.....	.....	241 00	.....	.....	22 00
Grand Chute.....	135 00	82 00	217 00	175 00	.....	.....	.....	250 00	.....	80 00	85 00
Greenville.....	151 60	203 81	371 24	203 81	.....	.....	.....	436 50	25 00	655 00	67 88
Hortonia.....	140 25	206 29	346 51	300 00	.....	.....	46 51	210 00	.....	185 00	118 00
Kaukauna.....	297 00	293 00	580 00	560 00	29 70	.....	.....	535 40	.....	30 42	51 70
Liberty.....	18 75	120 00	188 75	70 00	.....	.....	.....	150 00	.....	.....	8 00
Medina.....	126 00	59 77	135 77	171 46	.....	.....	14 31	96 00	.....	277 65	91 65
	1782 75	1697 39	3547 06	3406 80	31 84	352 48	313 25	3640 24	25 00	2749 57	879 43

OZAUKEE—

Mequon.....	948 00	1739 78	2637 78	2422 94	284 84	.....	.....	157 55	.....	250 00	108 28
Cedarburg.....	781 50	534 53	1316 03	1040 0	88 68	65 07	162 73	66 00	.....	2413 00	16 00
Grafton.....	508 50	201 26	710 24	706 50	10 00	140 00	85 59	213 95	25 00	164 00	140 00
Sankville.....	386 75	389 61	736 36	854 00	20 00	.....	193 00	163 24	20 00	32 00	.....
Port Washington.....	653 25	291 95	945 20	1047 00	.....	.....	.....	129 00	.....	3124 71	1 25
Fredonia.....	474 00	347 60	821 60	701 60	.....	.....	120 00	103 00	.....	64 00	.....
Belgium.....	929 39	100 00	1029 39	1838 18	63 10	59 65	66 72	291 95	20 00	8 75	4 00
	4681 39	3604 78	8296 60	8107 17	396 62	254 12	653 09	1124 69	65 00	6046 46	267 51

PEPIN—

Pepin.....	451 89	190 00	551 39	551 39	.....	.....	.....	.....	.....	.....	.....
Bear Creek.....	144 82	.....	144 82	315 14	480 00	.....	.....	.....	.....	.....	.....
Albany.....	.....	80 00	35 00	24 00	.....	11 00	.....	.....	.....	.....	.....
Frankfort.....	64 50	.....	.....	62 77	.....	.....	.....	.....	.....	.....	.....
Waukegan.....	39 50	43 20	82 70	75 00	7 70	3 00
Lima.....
	700 21	143 20	813 91	1028 30	480 00	18 70	8 00

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PIERCE—												
Diamond Bluff, ..	11 76	49 04	60 80	60 80	69 00	609 00
Oak Grove.....	61 74	61 74	60 00	1 74	54 00
Clifton.....	16 18	25 00	41 18	41 18	356 50
Martell.....	25 75	16 76	42 51
Trim Belle.....	34 76	34 46	7 00	27 46	70 00
River Falls.....	193 69	104 79	516 39	293 03	115 25	141 86	20 00
Pleasant Valley..	54 87	54 87	54 87	404 25	45 00
Isabel.....	66 89	23 47	90 36	78 68	10 00	1 68
Prescott City.....	250 00	200 00	1995 92	661 50	1394 42	661 50	1221 96	112 44
Perry.....	16 95	20 00	87 95	30 65	31 00	10 00
Hartland—No report.
Trenton.....	400 00	400 00	60 00	322 50	17 50	60 00	322 50	20 00
	\$782 09	839 06	3275 68	1286 41	1666 92	109 18	1069 75	3066 09	297 44
POLK—												
Le Roy.....	183 47	215 51	398 98	326 88	72 15	260 00	426 00	25 00
St. Croix.....	96 51	6 79	103 30	103 30	1000 00
	279 98	222 30	502 28	430 18	72 15	260 00	1426 00	25 00

PORTAGE—

Amherst.....	141 60	167 92	.....	309 52	129 00	.....	82 00	99 52	89 50	.....	9 50	82
Almond.....	179 64	26 84	.....	210 39	206 28	.....	.....	4 11	20 90	.....	.....	8 90
Belmont.....	.....	67 92	.....	67 92	.....	.....	.....	57 92	80 00	.....	175 00	.....
Buena Vista.....	215 12	20 40	.....	235 52	841 67	.....	.....	.....	240 00	.....	25 00	.....
Lanark.....	779 51	83 17	.....	112 67	112 67	.....	.....	.....	174 50	.....	95 00	1 00
Plover.....	317 19	296 46	.....	618 65	.....	54 45	.....	.....	603 00	10 00	40 00	95 00
Pine Grove.....	65 25	82 75	.....	101 58	101 58	.....	.....	.....	125 00	.....	308 00	.....
New Hope.....	71 23	13 54	.....	84 77	84 77	.....	.....	.....	77 00	.....	364 26	.....
Stockton.....	269 75	.....	.....	269 75	250 75	.....	.....	19 00	579 00	10 00	1860 00	48 25
Stevens' Point.....	533 25	344 02	.....	929 77	852 69	8 88	.....	.....	.....	.....	.....	194 00
Linwood.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	1922 53	992 52	.....	2625 54	2079 41	57 83	82 00	190 55	1868 90	20 00	2376 76	347 97

RACINE—

Burlington.....	532 00	320 00	.....	902 20	812 00	90 20	.....	.....	180 00	.....	157 56	151 25
Caledonia.....	449 25	510 60	.....	959 85	608 85	25 00	.....	331 00	229 86	.....	555 00	242 33
Dover.....	345 00	348 20	.....	693 20	658 10	35 10	.....	.....	.....	.....	392 16	205 41
Mount Pleasant.....	644 05	500 00	.....	1144 05	1003 06	24 17	.....	116 82	436 10	5 00	185 00	242 05
Norway.....	247 50	280 25	.....	527 75	487 81	18 80	.....	21 64	12 00	3 00	101 62	43 50
Raymond.....	342 00	400 00	.....	958 00	923 00	34 20	.....	14	283 75	9 00	.....	67 50
Rochester.....	246 75	272 40	.....	519 15	496 15	8 00	15 00	.....	227 40	8 00	17 00	45 26
Racine City.....	2563 50	14000 00	.....	16563 50	9015 00	.....	8885 47	8663 08	.....	.....	.....	.....
Racine Town.....	376 47	774 80	.....	1036 06	962 72	15 41	962 72	73 34	312 00	.....	50 00	124 25
Watford.....	372 00	216 60	.....	538 60	500 00	17 50	.....	71 10	779 50	17 50	437 50	985 00
Yorkville.....	324 75	440 60	.....	765 85	435 26	76 53	.....	153 56	530 24	10 00	249 80	122 86
.....	6498 27	19663 65	.....	24657 71	15896 65	344 41	4563 19	4430 63	2990 85	52 50	2145 64	2229 46

RICHLAND—

Akan.....	.....	244 00	.....	244 00	48 00	.....	.....	.....	48 00	.....	194 00	2 00
Bloom.....	167 25	50 00	.....	245 65	218 54	.....	.....	27 11	44 20	.....	65 00	.....
Buena Vista.....	252 00	252 00	249 56	2 44	478 81	485 81	61 33
Dayton.....	59 17	36 00	23 17	95 00	245 00	41 00
Eagle.....	177 00	80 00	257 00	83 00	200 00

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RICHLAND.—cont.												
Forest	\$114 75	\$125 44	\$240 19	\$234 89	69	\$4 61	\$156 00	\$147 40	\$26 60
Henriette	123 75	25 30	149 05	149 05	398 97	253 00	19 00
Ithaca	285 75	157 39	443 14	398 83	\$44 31	438 18	425 00	428 53
Marshall	209 92	209 92	252 98	\$15 98	122 00	\$3 00	310 00	63 50
Rockbridge	142 25	70 00	212 24	212 25	113 60	1 88	50 00	12 72
Richmond	174 75	100 00	274 75	179 57	293 00	67 50	18 00
Richwood	147 00	131 10	278 12	253 37	24 75	16 25	150 00	170 25
Richland	239 50	230 00	19 50	300 00	10 00	2425 00	49 00
Sylvan	97 50	150 00	247 50	150 00	97 50	254 00	179 56	10 00
Westford	100 15	320 00
Willow	76 50	59 85	136 35	15 00	39 65	231 50
	2202 92	1223 08	2855 74	2996 37	59 31	69	215 06 2	939 61	14 86	5748 27	901 93
ROCK.—												
Avon	\$297 68	\$407 29	\$704 97	\$704 97	\$59 57	\$19 86	\$600 00	\$73 77
Beloit	165 35	540 60	705 25	644 70	40 00
Bradford	302 08	1521 91	1823 99	1456 74	15 00	219 93	121 94	236 22
Center	327 08	419 92	747 00	747 00
Clinton	413 17	352 80	765 95	737 00	28 75	515 22	231 25	258 50
Fulton	488 78	330 00	818 78	818 78	987 85	427 90	777 25

Harmony	556 02	164 77	720 79	648 09	72 70	168 02	337 68	190 87	276 08
Johnstown	318 98	200 00	618 99	518 99	.....	.....	386 90	258 17	169 80
Lima	302 08	301 38	603 46	572 36	22 85	7 85	697 20	640 59	108 95
La Prairie	206 54	297 13	503 67	495 57	8 10	.....	326 18	294 00	185 00
Milton	399 10	330 66	729 76	600 00	40 84	288 92	374 15	92 52	178 15
Magnolia	304 22	394 85	699 14	699 14	.....	.....	408 87	10 70	160 40
Newark	336 68	229 15	565 78	436 20	7 16	60 18	337 75	291 90	141 25
Porter	274 16	272 28	546 44	546 44	.....	.....	633 87	18 50	185 25
Plymouth	253 58	245 90	499 48	499 48	.....	.....	356 00	.....	147 00
Rock	321 98	294 75	616 68	616 68	.....	.....	775 32	146 50	220 20
Spring Valley	515 27	246 45	761 72	760 25	.....	8 47	178 87	32 00	125 50
Turtle	339 60	328 82	688 42	688 42	.....	.....	805 56	11 00	334 00
Union	501 17	693 36	1194 58	1037 86	.....	154 55	278 90	365 46	159 97
Janesville City	2469 60	6737 78	9207 98	6385 35	.....	2469 60	3866 75	9840 00	1482 15
Beloit City	1084 15	.....	1034 15	1034 15	.....	.....	4104 00	77 75	1496 59
Janeville	253 58	291 98	546 14	368 17	10 00	.....	486 77	82 98	192 38
	10380 76	14601 78	24982 47	20896 39	205 40	2770 76	618 50	15822 71	49 86
								13724 03	6858 58

ST. CROIX.—

Hudson City	\$225 00	\$ 9 00	\$284 00	\$870 00	\$268 00	59 00	\$ 8 00	\$300 00	\$300 00
Hudson	86 03	8 17	\$702 00	225 00	.....	.....	.....	700 00	2 00
Star Prairie .....	.....	.....	786 20	94 20	2 00	7 19	96 00	600 00	.....
Richmond .....	.....	.....	575 00	48 00	2 00	25 00	.....	50 00	.....
Malone	98 97	35 76	128 73	98 00	30 73	6 00	112 00	.....	.....
St. Joseph .....	.....	88 00	88 00	88 00	.....	.....	.....	.....	.....
Somerset	44 86	3 58	48 43	44 85	1 75	1 83	.....	.....	.....
Eau Claire	10 00	12 10	22 10	22 10	.....	.....	.....	.....	.....
Rush River	51 45	25 41	516 88	214 85	6 37	.....	50 00	450 00	15 83
Erin Prairie .....	.....	.....	692 61	.....	.....	.....	.....	.....	.....
Hammond	30 15	120 20	400 35	318 55	62 00	100 00	188 00	.....	37 50
Troy	38 09	.....	188 95	220 04	109 23	.....	77 72	109 23	.....
Ceylon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pleasant Valley	41 42	63 12	322 72	185 34	291 62	.....	31 10	281 50	10 12
	615 96	327 34	2192 50	3582 42	773 70	199 02	1354 82	2390 73	365 45

TABLE No. VI.—*continued.*

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total amount received.	Amount paid for Teachers' Wages.	Amount paid for Libraries.	Am't expended for other purposes.	Amount remaining unexpended.	Am't raised by tax, and expended for Teachers' Wages.	Amount raised by tax, and expended for District Libraries.	Amount raised by tax, and expended on School Houses.	Amount raised by tax, and expended for other purposes.
SHAWANAW—												
Shawano	\$75 00.			.....	\$256 00	.....	\$100 00	.....	.....	.....	\$20 00	\$80 00
Rickerson	No Report.			.....	.....	.....	.....	.....	.....	.....	.....	.....
Waukejohn	No Report.			.....	.....	.....	.....	.....	.....	.....	.....	.....
Matteson	No Report.			.....	.....	.....	.....	.....	.....	.....	.....	.....
Belle Plaine	No Report.			.....	.....	.....	.....	.....	.....	.....	.....	.....
SAUK—												
Baraboo	\$509 25	\$220 81	.....	\$730 06	\$730 06	.....	.....	.....	\$230 81	.....	.....	.....
Honey Creek	283 36	122 14	.....	401 35	857 25	7 66	.....	44 10	122 14	.....	450 49	105 52
Excelsior .....	.....	.....	.....	272 19	483 59	.....	68 04	190 32	190 00	.....	108 20	150 00
Wingfield	139 50	54 16	.....	193 66	183 66	10 00	220 38	.....	54 16	10 00	175 00	.....
Dellona	221 25	207 66	.....	428 91	310 23	.....	151 54	.....	240 56	.....	269 00	61 07
Fairfield	200 50	223 00	261 46	665 16	423 50	.....	128 91	.....	142 55	.....	121 88	128 91
Troy	379 44	186 00	.....	563 44	384 13	24 52	142 00	14 80	180 25	.....	88 00	34 50
Woodland	93 75	237 86	.....	331 61	254 00	.....	.....	77 61	.....	.....	185 06	14 00
Westfield	168 75	350 00	.....	518 75	498 61	8 00	.....	127 14	284 25	.....	.....	62 00
Kingston	239 80	260 55	.....	499 80	.....	.....	.....	.....	.....	.....	.....	.....
Freedom	300 00	289 00	.....	589 09	.....	.....	.....	.....	260 00	.....	197 52	17 65
Washington	208 50	104 22	.....	312 72	274 16	.....	.....	38 46	546 54	.....	150 00	79 89
New Buffalo	386 75	202 00	.....	588 75	598 75	.....	.....	.....	900 00	30 00	371 00	863 00
Marston	326 00	799 83	.....	1522 73	956 02	.....	.....	596 71	189 00	.....	185 83	157 75
Prairie du Sac	416 98	282 43	.....	499 41	447 65	64 13	124 47	52 66	479 56	27 16	976 96	79 32

Greenfield	141 00	100 13	.....	241 13	.....	321 59	85 73	.....	464 67	.....	180 00	28 00
Merrimac.....	192 75	164 57	.....	357 32	.....	326 59	.....	.....	448 04	43 00	29 87	68 24
Rochburg.....	367 00	230 00	.....	581 09	.....	526 55	15 00	.....	880 00	15 00	90 00	139 25
Franklin.....	191 25	69 08	.....	260 33	.....	258 78	.....	.....	256 58	.....	582 00	61 00
Spring Green.....	246 00	241 55	.....	487 55	.....	447 27	6 35	38 93	112 00	6 35	810 66	38 50
SHEBOYGAN—												
Abbott	5011 83	4294 99	261 46	10035 05	7465 80	171 39	869 27	1172 83	597 11	131 51	4921 47	2078 60
Greenbush.....	\$353 25	\$354 63	.....	\$707 88	\$690 20	.....	.....	\$117 68	\$75 00	.....	\$11 65	\$44 20
Herman.....	401 25	178 91	.....	580 19	559 58	25 50	.....	65 11	576 92	10 83	1510 00	99 46
Holland.....	534 75	604 31	.....	1139 06	1067 76	71 30	.....	168 87	25 00	.....	63 00	47 00
Lima.....	463 50	522 75	.....	986 25	986 25	.....	.....	4 86	333 65	.....	707 00	48 11
Lyndon.....	387 00	461 61	.....	948 61	531 08	.....	.....	.....	417 86	.....	617 20	74 85
Mitchell	231 00	154 76	.....	395 76	385 76	.....	.....	317 53	748 39	.....	300 00	118 78
Mosel	243 00	200 88	.....	443 88	417 00	.....	28 88	.....	432 41	.....	10 00	81 48
Plymouth.....	545 25	183 74	.....	728 99	474 52	.....	17 00	237 47	51 75	.....	154 19	79 20
Rhine	272 25	174 62	.....	446 87	488 00	.....	.....	.....	963 16	.....	9 25	.....
Russell	84 00	152 92	.....	136 92	84 00	.....	.....	52 92	127 00	.....	163 50	27 00
Scott	325 42	478 54	.....	803 96	749 00	4 50	.....	50 40	154 39	.....	11 34	46 70
Sheboygan.....	239 35	209 25	.....	448 60	517 80	8 02	52 00	61 60	100 00	8 02	.....	50 00
Sheboygan Falls	388 43	217 00	.....	605 43	306 65	.....	23 62	.....	.....	.....	78 03	.....
Sheboygan city	1026 75	1116 57	.....	2157 94	1649 88	.....	580 64	56 30	.....	.....	.....	.....
Wilson	213 00	84 38	.....	732 56	642 00	.....	67 00	23 56	642 00	.....	15 00	52 00
Sheb. Falls village	365 32	204 23	.....	569 55	569 55	.....	.....	.....	300 00	.....	.....	100 00
TREMPELEAU—												
Arcadia	6456 02	5572 32	.....	11722 45	10844 91	109 32	767 14	1156 30	5037 53	18 85	3650 16	939 08
Gale .....	.....	.....	.....	120 50	97 00	12 00	.....	115 90	.....	.....	.....	65 00
Preston	99 75	152 98	.....	262 73	247 23	.....	.....	5 50	164 00	.....	83 43	27 91
Trempeleau.....	34 50	73 72	.....	108 22	92 46	.....	.....	15 76	.....	.....	1 7 1	.....
.....	208 50	.....	.....	208 50	208 50	.....	.....	.....	907 00	.....	207 20	1 5 50
.....	342 75	226 70	.....	689 95	645 19	12 00	.....	137 16	1071 00	.....	587 26	267 41

TABLE No. VI.—continued.

Names of Counties and Towns.	Amount rec'd from Co Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total amount received.	Amount paid for Teachers wages.	Amount paid for Libraries.	Amount expended for other purposes.	Amount remaining unexpended.	Amount raised by Tax and expended for Teachers wages.	Amount raised by and expended for District Libraries.	Amount raised by tax, and expended on School Houses.	Amount raised by Tax and expended for other purposes.
WALWORTH CO—												
Sharon	474 75	\$188 35	.....	643 10	643 10	.....	.....	.....	906 48	.....	.....	255 56
Darien	365 25	172 81	.....	538 06	1424 00	.....	873 00	.....	1690 92	.....	700 00	225 00
Richmond	248 00	242 69	.....	488 69	395 53	.....	.....	98 16	428 50	16 79	556 69	68 48
Whitewater	702 00	803 09	.....	1006 08	1005 08	.....	.....	.....	1944 49	.....	436 37	703 53
Walworth	395 25	150 53	.....	546 78	526 18	.....	.....	19 60	985 01	.....	177 28	200 00
Delavan	613 50	1030 42	.....	1643 92	1696 42	40 85	.....	366 51	1286 72	.....	1243 75	301 59
Sugar Creek	327 75	139 81	.....	467 56	404 66	.....	.....	53 75	239 32	9 15	125 00	92 00
La Grange	376 50	1113 75	.....	1490 25	1335 00	.....	.....	.....	.....	6 00	13 00	139 00
Linn	263 25	322 91	100 00	693 16	.....	.....	.....	.....	.....	.....	.....	.....
Geneva	583 50	410 85	.....	994 35	974 53	1 40	.....	18 40	823 02	50 00	221 97	521 88
La Fayette	363 00	153 33	.....	516 33	516 33	.....	.....	.....	.....	.....	.....	.....
Troy	343 50	147 61	.....	491 11	491 13	.....	.....	.....	945 98	.....	.....	134 50
Bloomfield	349 50	166 67	.....	516 17	488 78	.....	.....	27 44	315 58	14 00	409 00	164 91
Hudson	419 25	454 68	.....	902 18	902 11	.....	.....	143 02	524 07	.....	107 17	9 15
Spring Prairie	390 75	161 12	.....	551 87	551 87	.....	.....	.....	536 91	.....	85 45	215 00
East Troy	452 25	189 80	.....	642 05	642 05	.....	.....	.....	1631 94	.....	100 00	368 89
Elkhorn,	367 55	200 00	.....	1262 40	819 00	.....	180 40	283 00	600 00	.....	.....	700 00
	7038 56	5585 41	100 00	13415 06	12815 79	41 76	1053 40	1004 88	12308 94	94 94	4124 68	4099 29

WASHINGTON—

Addison.....	378 80	498 00	.....	874 80	858 87	.....	15 18	111 94	.....	114 07	57 17
Barton.....	324 00	834 81	.....	658 81	641 92	.....	.....	401 00	10 00	5 28	96 80
Erin.....	484 50	250 00	.....	784 50	734 50	.....	.....	112 00	.....	115 00	60 23
Farmington.....	447 75	278 53	.....	726 28	726 28	.....	.....	501 98	.....	248 06	45 55
Germanatown...P.	1135 44	200 00	.....	1385 44	1335 44	.....	.....	103 28	.....	1072 64	30 00
Hartford.....	645 00	533 36	.....	1178 36	1076 25	51 75	.....	122 20	.....	868 88	168 56
Jackson.....	487 50	408 30	.....	895 80	770 53	40 84	.....	166 75	.....	101 50	65 12
Kewaskum.....	220 50	183 44	.....	408 94	388 94	.....	10 00	80 00	.....	4 00	121 06
Polk.....	684 75	634 70	.....	1328 45	1828 45	.....	.....	888 75	3 00	68 94	182 70
Richfield.....	895 74	150 00	.....	1045 74	1045 74	.....	.....	154 26	15 00	68 46	67 50
Trenton.....	453 00	385 61	.....	848 61	842 24	.....	6 87	504 00	.....	250 00	80 27
Wayne.....	380 25	196 62	.....	516 87	448 50	17 58	50 79	140 00	.....	25 75	18 00
West Bend.....	327 88	352 50	.....	679 88	679 88	.....	.....	665 85	.....	18 76	157 55
	6882 61	4368 87	.....	11231 98	10687 59	126 06	217 53	3461 47	28 00	2981 81	1050 01

WAUKESHA—

Menomonee.....	555 75	282 54	.....	818 29	818 29	.....	.....	351 00	.....	630 00	41 00
Pewaukee.....	414 00	836 12	.....	800 12	682 84	.....	107 78	983 71	10 00	471 28	176 67
Oconomowoc.....	577 50	243 54	.....	821 04	788 94	82 10	.....	1028 54	3 08	287 60	167 88
Brookfield.....	585 75	251 13	.....	836 86	836 86	.....	89 38	683 42	15 00	125 00	268 80
New Berlin.....	518 25	216 81	.....	785 06	727 61	.....	.....	583 80	41 20	.....	97 50
Mukwonago.....	380 75	178 91	.....	564 66	564 66	.....	.....	1172 47	.....	.....	.....
Lisbon.....	417 00	193 05	.....	610 05	610 05	.....	.....	1021 71	20 00	325 00	116 18
Eagle.....	370 50	150 00	.....	520 00	520 00	.....	.....	689 65	.....	15 00	99 15
Waukesha.....	921 25	584 00	.....	1482 98	1482 98	.....	.....	2086 86	31 81	74 50	200 00
Muskego.....	449 25	203 02	.....	651 25	651 25	.....	72 27	262 18	.....	226 76	110 02
Delafield.....	162 70	160 15	.....	302 85	302 85	.....	.....	454 76	.....	281 80	88 80
Ottawa.....	294 01	.....	.....	294 01	294 01	.....	.....	668 94	.....	150 00	.....
Summit.....	309 00	129 47	.....	438 47	438 47	.....	.....	655 50	2 50	514 38	51 94
Merton.....	863 75	198 58	.....	562 28	562 28	.....	.....	1225 61	40 00	370 00	60 00
Genesee.....	468 75	190 74	.....	659 49	659 49	.....	.....	813 77	.....	117 00	107 89
Vernon.....	308 25	160 00	.....	468 25	468 25	.....	.....	508 07	.....	100 00	88 90
	7098 46	8472 06	.....	10615 68	10318 35	102 10	89 88	187 83	18029 99	163 54	8688 30
											1614 23

TABLE No. VI.—continued.

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total amount received.	Amount paid for Teachers' Wages.	Amount paid for Libraries.	Am't expended for other purposes.	Amount remaining unexpended.	Am't raised by tax, and expended for Teachers' Wages.	Amount raised by tax, and expended for District Libraries.	Amount raised by tax, and expended on School-houses.	Amount raised by tax, and expended for other purposes.
WAUPACA—												
Dayton	\$214 50	\$142 96	.....	\$357 46	\$357 46	.....	.....	.....	\$233 00	.....	\$320 00	\$207 98
Farmington	117 75	114 00	.....	231 75	231 75	.....	.....	.....	278 00	.....	65 76	29 88
Scandinavia	123 00	94 08	.....	217 08	199 00	\$15 00	\$27 40	\$95 68	48 00	.....	48 04	.....
Iola	127 50	31 00	.....	158 50	.....	.....	.....	.....	.....	.....	200 00	20 00
Lind	220 50	280 00	.....	500 50	457 94	.....	.....	42 56	328 00	.....	237 50	96 48
Waupaca	325 50	85 00	.....	411 14	411 14	.....	.....	.....	578 00	.....	112 91	39 70
St. Lawrence	55 50	.....	.....	48 85	75 62	.....	.....	.....	193 00	.....	1612 25	17 50
Weyauwega	363 75	76 98	.....	440 73	438 08	.....	7 65	.....	609 75	.....	68 00	687 04
Royalton	124 78	543 01	.....	667 79	.....	.....	.....	.....	451 00	.....	.....	24 00
Little Wolf .....	.....	450 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Caledonia	78 00	41 02	.....	119 02	119 00	.....	.....	24 50	158 02	\$15 00	300 00	65 00
Mukwa	306 00	400 00	.....	706 00	706 00	.....	.....	.....	605 00	.....	389 00	.....
Lebanon	45 00	31 10	.....	76 10	78 10	.....	.....	.....	126 00	.....	73 00	.....
Bear Creek	31 50	75 00	.....	106 50	106 50	.....	.....	.....	75 00	.....	.....	.....
Union .....	.....	.....	.....	.....	.....	.....	.....	.....	300 00	.....	.....	.....
	2138 28	2364 15	.....	4041 42	3173 59	15 00	35 05	162 74	4032 17	15 00	8376 46	1187 46
WAUSHARA—												
Bloomfield	61 00	87 92	.....	148 92	114 28	.....	.....	.....	38 00	.....	29 50	20 00
Coloma	222 82	50 01	.....	232 83	442 00	18 00	1 72	59 88	104 00	18 00	50 00	41 00

Dakota.....	131 67	161 25	.....	292 92	292 92	.....	3 81	.....	96 57	.....	42 00	27 44
Deerfield.....	41 16	30 75	.....	71 91	81 93	.....	18 00	.....	24 00	.....	195 75	52 00
Hancock.....	116 85	.....	.....	116 85	116 85	.....	.....	.....	163 00	.....	321 10	82 11
Leon.....	187 43	127 62	.....	315 05	310 70	.....	.....	.....	328 16	.....	88 00	83 25
Marion.....	131 56	138 52	.....	290 08	290 08	.....	.....	.....	175 44	.....	76 00	.....
Mount Morris.....	83 79	143 94	.....	277 73	207 63	.....	.....	.....	203 16	.....	57 50	7 50
Oasis.....	102 17	138 24	.....	240 31	102 17	.....	.....	.....	106 00	.....	360 00	70 00
Plainfield.....	226 42	379 03	.....	605 45	495 23	.....	.....	.....	275 00	.....	166 00	12 00
Poyalsippi.....	105 84	80 95	.....	186 79	146 79	.....	.....	.....	89 00	.....	100 00	42 00
Riceford.....	164 64	163 23	.....	326 87	326 87	.....	.....	.....	185 00	.....	100 00	.....
Rose.....	7 35	45	.....	62 35	.....	.....	.....	.....	.....	.....	100 00	.....
Saxville.....	158 76	149 11	.....	307 87	307 87	.....	.....	.....	244 00	.....	179 42	35 50
Sacramento.....	123 68	163 71	.....	686 49	640 35	.....	8 30	.....	245 42	.....	815 00	71 50
Spring Water.....	107 31	60 75	.....	237 08	237 08	.....	.....	.....	50 00	.....	165 00	29 98
Warren.....	198 45	202 50	.....	168 06	148 80	.....	.....	.....	71 00	.....	47 00	53 00
Wautoma.....	.....	.....	.....	400 95	400 95	.....	.....	.....	512 45	.....	.....	.....
2170 90	2077 98	.....	.....	4949 11	4663 13	.....	18 00	.....	2849 20	.....	18 00	2652 27
WINNEBAGO—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Algoma.....	175 50	158 29	.....	333 79	333 79	.....	.....	.....	232 00	.....	.....	106 80
Black Wolf.....	164 25	94 19	.....	258 44	258 44	.....	.....	.....	224 08	.....	.....	148 78
Clayton.....	220 50	257 69	.....	478 19	461 78	.....	5 28	.....	226 22	.....	5 00	16 00
Menasha.....	385 50	226 06	.....	611 56	593 46	.....	.....	.....	591 89	.....	2216 84	385 00
Neenah.....	381 75	312 68	.....	694 43	644 43	.....	50 00	.....	794 40	.....	5 00	1158 66
Orihula.....	.....	165 00	.....	165 00	65 00	.....	.....	.....	65 00	.....	95 00	5 00
Omro.....	560 00	300 04	.....	860 04	570 00	.....	100 00	.....	1422 41	.....	10 00	682 65
Oshkosh.....	192 75	161 82	.....	854 57	854 57	.....	.....	.....	314 00	.....	.....	116 00
Oshkosh City.....	1092 00	3443 16	.....	5578 95	3440 00	.....	.....	.....	188 57	.....	1 88	669 99
Poygan.....	252 42	112 92	.....	252 42	252 42	.....	.....	.....	989 44	.....	1032 50	380 00
Rushford.....	472 50	407 36	.....	879 86	879 86	.....	.....	.....	794 00	.....	385 44	52 42
Nekimi.....	259 50	252 85	.....	412 35	.....	.....	.....	.....	303 95	.....	121 20	68 25
Nepiskun.....	231 00	295 89	.....	526 89	526 89	.....	.....	.....	180 00	.....	53 00	16 00
Winneconne.....	270 00	360 40	.....	630 40	574 71	.....	.....	.....	156 00	.....	100 00	41 50
Winchester.....	206 25	112 25	.....	818 50	818 50	.....	.....	.....	.....	.....	.....	.....

WINNEBAGO—

Algoma.....
 Black Wolf.....
 Clayton.....
 Menasha.....
 Neenah.....
 Orihula.....
 Omro.....
 Oshkosh.....
 Oshkosh City.....
 Poygan.....
 Rushford.....
 Nekimi.....
 Nepiskun.....
 Winneconne.....
 Winchester.....

TABLE No. VI.—continued.

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total amount received.	Amount paid for Teachers' Wages.	Amount paid for L. Libraries.	Am't expended for other purposes.	Amount remaining unexpended.	Am't raised by tax, and expended for Teachers' Wages.	Amount raised by tax, and expended for District Libraries.	Amount raised by tax, and expended on School-houses.	Amount raised by tax, and expended for other purposes.
WAUPACA—												
Dayton	\$214 50	\$142 96	.....	\$357 46	\$357 46	.....	.....	.....	\$283 00	.....	\$320 00	\$207 98
Farmington	117 75	114 00	.....	231 75	231 75	.....	.....	.....	278 00	.....	65 76	29 88
Scandinavia	123 00	94 08	.....	217 08	199 00	\$15 00	\$27 40	\$95 68	48 00	.....	48 04	.....
Iola	127 50	81 00	.....	168 50	.....	.....	.....	.....	.....	.....	.....	.....
Lind	220 50	290 00	.....	500 50	457 94	.....	.....	42 56	328 00	.....	287 50	20 00
Waupaca	325 50	85 00	.....	411 14	411 14	.....	.....	.....	578 00	.....	.....	39 70
St. Lawrence	55 50	.....	.....	48 85	75 62	.....	.....	.....	198 00	.....	112 91	17 50
Weyauwega	363 75	76 98	.....	440 73	433 08	.....	7 65	.....	609 75	.....	1612 25	687 04
Royalton	124 78	543 01	.....	667 79	.....	.....	.....	.....	451 00	.....	88 00	24 00
Little Wolf .....	.....	450 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Caledonia	78 00	41 02	.....	119 02	119 00	.....	.....	24 50	158 02	\$15 00	300 00	65 00
Mukwa	306 00	400 00	.....	706 00	706 00	.....	.....	.....	605 00	.....	389 00	.....
Lebanon	45 00	31 10	.....	76 10	76 10	.....	.....	.....	126 00	.....	78 00	.....
Bear Creek	81 50	75 00	.....	106 50	106 50	.....	.....	.....	75 00	.....	.....	.....
Union .....	.....	.....	.....	.....	.....	.....	.....	.....	300 00	.....	.....	.....
	2138 28	2364 15	.....	4041 42	3173 59	15 00	35 05	162 74	4032 17	15 00	3376 46	1187 46
WAUSHARA—												
Bloomfield	61 00	87 92	.....	148 92	114 26	.....	.....	.....	38 00	.....	29 50	20 00
Coloma	222 82	50 01	.....	222 83	442 00	18 00	1 72	89 88	104 00	18 00	50 00	41 00

Dakota.....	131 67	161 25	.....	292 92	292 92	.....	3 81	.....	96 57	42 00	27 44
Deerfield.....	41 16	30 75	.....	71 81	81 93	.....	18 00	.....	24 00	.....	.....
Hancock.....	116 85	.....	.....	116 85	116 85	.....	.....	.....	163 00	195 75	52 00
Leon.....	187 43	127 62	.....	315 05	310 70	.....	.....	4 75	328 16	38 00	88 25
Marion.....	131 56	138 52	.....	290 08	290 08	.....	.....	.....	175 44	321 10	82 11
Mount Morris.....	83 79	143 94	.....	277 73	207 68	.....	.....	20 05	202 16	76 00	.....
Oasis.....	102 17	138 24	.....	240 31	102 17	.....	.....	.....	106 00	57 50	7 50
Plainfield.....	226 42	379 03	.....	605 45	495 23	.....	.....	114 00	275 00	360 00	70 00
Poyissippi.....	105 84	80 95	.....	186 79	146 79	.....	.....	40 02	89 00	166 00	12 00
Richard.....	164 64	163 23	.....	326 87	326 87	.....	.....	.....	185 00	100 00	42 00
Rosej.....	7 35	45	.....	62 35	.....	.....	.....	.....	.....	10 00	.....
Saxville.....	158 76	149 11	.....	307 87	307 87	.....	.....	.....	244 00	179 42	35 50
Sacramento.....	.....	.....	.....	686 49	640 35	.....	8 80	42 84	245 42	815 00	71 50
Spring Water.....	123 68	163 71	.....	237 69	237 69	.....	.....	.....	50 00	165 00	55 00
Warren.....	107 31	60 75	.....	169 06	148 80	.....	18 26	.....	71 00	47 00	29 98
Wautoma.....	198 45	202 50	.....	400 95	400 95	.....	.....	.....	512 45	.....	53 00
2170 90	2077 98	.....	.....	4949 11	4663 13	18 00	8 83	444 69	2849 20	18 00	587 26
WINNEBAGO—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Algona.....	175 50	158 29	.....	333 79	333 79	.....	.....	.....	232 00	.....	106 80
Black Wolf.....	164 25	94 19	.....	258 44	258 44	.....	.....	.....	224 03	.....	143 76
Clayton.....	220 50	257 69	.....	478 19	461 78	5 28	.....	11 13	226 22	6 00	16 00
Menasha.....	385 50	226 06	.....	611 56	593 46	.....	.....	18 04	591 89	5 00	385 00
Neenah.....	381 75	312 68	.....	694 43	644 43	50 00	.....	.....	794 40	5 00	67 15
Orihula.....	.....	165 00	.....	165 00	65 00	.....	100 00	.....	65 00	95 00	5 00
Omro.....	560 00	300 04	.....	860 04	570 00	.....	.....	.....	1422 41	10 00	222 41
Oshkosh.....	192 75	161 82	.....	354 57	354 57	.....	.....	.....	314 00	.....	116 00
Oshkosh City.....	1092 00	3443 16	.....	5578 95	3440 00	.....	.....	.....	1 88	669 99	122 50
Poygan.....	252 42	112 92	.....	252 42	252 42	.....	.....	.....	.....	40 50	30 00
Rushford.....	472 50	407 36	.....	879 85	879 86	.....	.....	.....	989 44	1082 00	385 44
Nekimi.....	259 50	252 85	.....	412 35	.....	.....	.....	.....	794 00	.....	52 42
Nepinakun.....	231 00	295 89	.....	526 89	526 89	.....	.....	.....	303 95	121 20	68 25
Winneconne.....	270 00	360 40	.....	630 40	574 71	.....	.....	55 69	180 00	53 00	16 00
Winchester.....	206 25	112 25	.....	318 50	318 50	.....	.....	.....	156 00	100 00	41 50

TABLE No. VI.—*continued.*

Names of Counties and Towns.	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total amount received.	Amount paid for Teachers' Wages.	Amount paid for Libraries.	Am't expended for other purposes.	Amount remaining unexpended.	Am't raised by tax and expended for Teachers' Wages.	Amount raised by tax and expended for District Libraries.	Amount raised by tax and expended on School-houses.	Amount raised by tax and expended for other purposes.
WINNEBAGO, cont.												
Utica.....	\$948 50	\$205 09	.....	\$548 59	.....	.....	.....	.....	\$862 00	.....	\$40 00	\$58 00
Vinland	285 50	175 00	.....	440 50	\$410 00	.....	.....	\$30 50	324 60	.....	50 00	47 80
	5472 92	7040 60	.....	13844 48	9673 85	\$55 28	\$100 00	115 36	7008 51	26 88	7831 84	1886 53
WOOD—												
Grand Rapids...	150 75	.....	.....	150 75	150 75	.....	.....	.....	360 00	.....	61 00	27 00
Sargis.....	.....	35 41	.....	35 41	.....	.....	.....	35 41	.....	.....	.....	.....
Hemlock.....	*80 75	21 00	.....	81 75	80 25	.....	21 50	.....	.....	.....	.....	.....
Rudolph.....	*98 00	.....	.....	85 25	85 25	.....	.....	.....	187 25	.....	80 00	32 00
Centralia.....	42 00	42 00	.....	.....	42 00	.....	.....	.....	.....	.....	.....	.....
Dexter. [No rep't.]	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	219 50	98 41	.....	267 91	318 25	.....	21 50	85 41	497 25	.....	141 00	59 00

* The amount of money reported as received from County Treasurer in town of Rudolph, includes the amount reported in the town of Hemlock, they being in one town and one district at the last report.

RECAPITULATION OF TABLE No. VI.

Names of Counties	Amount rec'd from Co. Treasurer.	Amount rec'd from Town Treasurer.	Amount rec'd from other sources.	Total Amount received.	Amount paid for Teachers' Wages.	Amount paid for Libraries.	Amount expended for other purposes.	Amount remaining unexpended.	Amount raised by Tax, and expended by Teachers' Wages.	Amount raised by Tax, and expended for District Libraries.	Amount raised by Tax, and expended on School Houses.	Amount raised by Tax, and expended for other purposes.
Adams.....	\$1461 01	\$1079 96	.....	\$2081 41	\$2390 85	.....	\$271 02	\$170 81	\$2198 94	\$44 50	\$1959 42	\$649 83
Ad A.	2127 63	1275 77	828 21	3786 64	2926 97	17 50	69 41	506 59	1354 20	85 00	3815 68	331 34
Brown.....	3580 85	1717 51	.....	5298 36	5316 28	88 24	502 89	1454 80	5071 66	33 47	4323 62	991 04
Buffalo.....	309 34	830 46	.....	1208 30	727 00	.....	.....	20 72	471 00	.....	2183 50	53 25
Calumet.....	1551 00	1224 41	.....	8575 41	2638 10	45 17	101 50	416 71	2026 50	52 46	1280 25	348 95
Chippewa.....	103 90	118 61	.....	221 51	161 00	.....	.....	52 88	310 00	.....	2012 50	45 00
Clark.....	.....	390 00	.....	407 77	375 77	.....	25	132 00	254 00	.....	.....	25
Columbia.....	5981 25	5682 98	.....	11649 58	10895 90	102 46	270 41	171 22	9778 12	69 85	8782 62	1488 90
Crawford.....	1611 25	1088 88	99 84	2809 63	2456 58	11 00	206 63	319 18	1734 19	.....	4869 98	296 20
Dane.....	10641 90	7890 99	626 60	29327 09	21066 74	358 34	6843 66	1840 16	4236 01	203 44	5880 07	13037 68
Dodge.....	10689 96	5383 52	84 78	16186 07	17111 49	819 04	405 85	753 44	18742 22	82 43	7983 91	4361 84
Door.....	141 12	350 53	118 00	609 65	342 76	.....	266 99	.....	117 16	.....	.....	.....
Douglas.....	.....	1559 21	.....	.....	745 00	.....	681 31	182 90	745 00	.....	599 66	81 65
Dunn.....	No Report	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
San Claire.....	239 39	1728 94	163 72	2148 05	1001 24	.....	.....	.....	296 10	.....	1599 83	67 50
Fond du Lac.....	8617 68	5234 29	60 33	14189 21	13318 26	280 82	593 91	1027 38	13259 89	152 71	5525 16	4718 18
Grant.....	7710 79	8529 20	.....	11942 71	10544 59	.....	789 42	214 69	8959 59	10 00	6038 62	1749 69
Green.....	5454 72	4041 60	164 79	9901 74	9401 44	1236 68	1031 31	461 07	5568 51	548 59	2854 49	1179 08
Iowa.....	5054 75	3698 37	10590 73	19548 65	14277 82	57 62	5114 01	6 17	6454 91	28 00	3929 79	1300 24
Jackson.....	822 28	915 22	.....	1584 11	998 22	19 18	.....	639 45	1261 89	19 18	1878 41	140 81
Jefferson.....	9121 41	3806 24	10 25	10185 21	12521 05	114 60	156 58	275 14	7689 66	212 75	7994 38	1584 83
Juneau.....	1776 15	1075 49	80 29	2936 93	2276 71	3 80	10 09	86 00	4302 07	70 00	5777 31	955 93
Keweenaw.....	.....	777 75	.....	963 54	970 00	.....	81 20	.....	572 00	5 00	1806 20	140 50

Kenosha.....	3708 75	17085 52	.....	21664 36	13640 80	270 81	8092 91	1746 66	6944 69	50 72	3248 52	1505 43
La Crosse.....	1129 78	1012 46	.....	2589 67	2427 30	84 54	796 11	517 92	315 15	.....	1715 91	7 00
La Fayette.....	4751 61	2365 38	\$188 68	7712 94	7712 94	181 35	300 91	992 33	8493 49	25 00	3198 52	1126 05
Manitowoc.....	4815 25	262 78	281 80	6339 83	4772 82	93 87	22 00	451 14	6974 27	93 00	3244 15	663 72
Marathon.....	318 20	243 80	.....	566 50	548 00	.....	.....	.....	98 49	.....	260 39	.....
Marquette.....	1064 31	891 11	.....	2853 42	5938 62	81 09	1197 97	138 49	2773 94	84 33	886 00	311 97
Milwaukee.....	1843 51	16388 45	85	29837 81	31033 31	136 86	6780 45	9401 58	2315 71	91 93	1829 10	1273 24
Monroe.....	1846 75	1628 98	82 51	3058 24	2802 47	.....	8 00	271 79	2913 36	5 00	3809 35	404 90
Oconto.....	279 75	280 00	.....	1138 50	508 25	30 00	221 50	165 48	908 35	84 60	280 00	178 50
Ontario.....	1782 75	1687 38	.....	8547 08	7308 30	31 84	352 48	313 26	3640 24	25 00	2749 57	879 43
Ozaukee.....	4691 39	3604 73	.....	8296 60	8107 17	398 62	254 12	653 09	1124 69	65 00	6046 46	267 51
Pepin.....	700 21	143 20	80 00	813 91	1026 30	.....	480 00	18 70	.....	.....	3 00	.....
Pierce.....	732 09	839 06	.....	8275 68	1286 41	.....	1668 92	109 18	1069 75	.....	3066 09	287 44
Polk.....	279 98	222 30	.....	502 28	430 13	.....	72 15	.....	260 00	.....	1426 00	25 00
Portage.....	1922 53	992 52	.....	2925 54	2079 41	57 83	82 00	180 55	1988 90	20 00	2376 76	347 97
Racine.....	6493 27	18063 65	.....	24657 71	15896 65	344 41	4868 19	4430 63	2980 85	52 50	2145 64	2229 46
Richland.....	2207 92	1223 08	.....	2855 74	2296 37	59 31	69 31	215 06	2939 61	14 88	5748 27	901 93
Rock.....	10380 76	14601 78	.....	24982 47	20896 39	205 40	2770 76	613 50	15923 71	49 86	18724 03	6866 58
St. Croix.....	615 96	327 34	2192 50	3582 42	2264 70	.....	773 70	199 02	1854 82	.....	2890 73	365 45
Senk.....	5011 83	4294 99	261 46	10035 05	7465 80	171 39	869 27	1172 83	597 11	131 51	4921 47	2078 60
Shawano.....	75 00	.....	.....	.....	256 00	.....	100 00	.....	.....	.....	20 00	80 03
Sheboygan.....	6456 02	5572 32	.....	11722 45	10844 91	109 32	767 14	1156 80	5037 53	18 85	3650 16	939 01
Trempealeau.....	342 75	226 70	.....	689 95	645 19	12 00	.....	187 16	1071 00	.....	557 26	267 49
Walworth.....	7033 55	5635 31	100 00	13415 06	12815 79	41 75	1053 40	1004 88	12908 94	94 94	4124 68	4099 21
Washington.....	6362 61	4369 37	.....	11231 98	10687 59	126 06	.....	217 63	3461 47	28 00	2981 81	1050 03
Waukesha.....	7098 46	3472 06	.....	10515 68	10318 35	102 10	89 83	187 83	18029 99	163 54	3688 90	1614 26
Waupaca.....	2133 28	2364 15	.....	4041 42	4693 19	15 00	85 05	162 74	4032 17	15 00	3376 46	1187 48
Waushara.....	2170 90	2077 98	.....	4949 11	4693 19	18 00	8 83	444 63	2849 20	18 00	2652 27	537 23
Winnebago.....	5472 92	7040 60	.....	13844 48	9673 85	55 28	100 00	115 36	7608 51	26 88	7331 34	1836 50
Wood.....	219 50	98 41	.....	267 91	318 25	.....	21 50	35 41	497 25	.....	141 00	59 00
Green Lake.....	8229 15	1788 46	4 40	4890 51	4151 53	161 63	29 00	256 23	6611 75	212 48	435 85	1031 16
184685 12	172746 21	24404 34	870465 22	334853 96	5960 37	49023 37	24989 88	191037 08	2888 40	172664 39	68980 22	

TABLE No. VII.

Names of Counties and Towns.	ADAMS—																						
	No. Brick School Houses.	No. Stone School Houses.	No. Frame School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites containing less than 1 acre.	No. School House Sites uninclosed.	No. School Board.	No. Schools without Outline Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Am't Library fines remaining unexpended.	No. select & priv. Schools other than inc. academies.	Av. No. pupils attending such schools during the year.	No. Inc. Academies.	Av. No. pupils attending such academies during year.	
Adams.....	30	27	80	27	8026 00	500	10	46	59	37	64	23	3	108	166	.....	.....	.....	1	18	.....	.....
Chester.....	3	2	4	2	250 00	150	100	2	2	3	3	1	22	70	.....	.....	.....	.....	.....	.....	.....	.....
Dell Prairie.....	4	2	1125 00	350	25	6	6	4	2	3	3	1	15	.....	.....	.....	.....	.....	1	13	.....	.....
Easton.....	2	2	160 00	100	10	2	4	1	4	2	4	1	22	70	.....	.....	.....	.....	.....	.....	.....	.....
Grand Marsh.....	2	2	740 00	300	40	2	4	1	3	9	5	6	1	22	70	.....	.....	.....	.....	.....	.....	.....
Jackson.....	3	.....	640 00	300	90	3	3	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Leola.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New Haven.....	3	3	1840 00	500	20	8	7	4	7	4	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Preston.....	1	.....	269 00	.....	.....	1	1	3	4	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Quincy.....	3	3	900 00	300	10	4	6	4	6	4	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Richfield.....	2	3	642 00	800	10	2	5	3	3	6	6	1	18	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rome.....	.....	.....	.....	.....	.....	1	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Strong's Prairie.....	6	.....	695 00	175	100	1	5	4	6	1	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Springville.....	2	6	515 00	200	25	5	7	2	7	2	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Verona.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
White Creek.....	8	.....	.....	.....	.....	3	3	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

BAD AX--

[illegible]

BROWN.—

BROWN.—									
Bellevue.....	1	90	90	90	1	.....	.....	.....	.....
Depere Village.....	1	4000	4000	.....	.....	.....	.....	.....	.....
Depere.....	8	90	30	3	3	.....	.....	.....	.....
Ft. Howard.....	1	450	450	450	.....	.....	.....	.....	.....
Green Bay City.....	1	850	.....	.....	1	128	711	.....	.....
Green Bay.....	5	4	1200	400	5	.....	.....	.....	.....
Glenmore.....	.....	.....	.....	.....	8	6	.....	.....	.....
Holland.....	4	400	200	200	2	4	.....	.....	.....
Howard.....	1	2	300	200	2	3	.....	.....	.....
Lawrence.....	4	100	100	100	.....	.....	.....	.....	.....
Morrison.....	2	200	100	100	3	.....	.....	.....	.....
New Denmark.....	1	150	.....	.....	.....	.....	.....	.....	.....
Pittsfield.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rockland.....	5	455	150	40	4	5	4	.....	.....

TABLE No. VII.—*continued.*

Names of Counties and Towns.	No. Brick School Houses.	No. Stone School Houses.	No. Framed School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites contain'g less than 1 acre.	No. School House sites unenclosed.	No. of Schools without Blackboard.	No. of Schools without Outline Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount Library fines remaining unexpended.	No. select & priv. Schools other than inc. academies.	Av. No. Pupils attending such Schools during the year.	No. inc. Academies.	Av. No. Pupils attending such Academies during year.
BROWN—cont.																						
Sanico.....	1	1	3	1	\$850 00	\$850 00	\$200	1	3	2	3											
Wrightstown.....	1	1	1	8	850 00	800	100	4	4	2	4									50		
	1	1	15	25	9,875 00	4,000	50	23	23	14	19	7	372	987	60	75				2		
BUFFALO—																						
Buffalo.....	1	1	1	1	400 00	400		1														
Belvidere.....	1	1	1	3	210 00	110		1		3												
Waumandee.....	1	1	1	1	360 00	360				3												
Cold Springs.....	1	1	1	1	783 00	800		2		1												
Cross.....	1	1	1	3	783 00	800		2		3												
Gilmanston.....	2	2	2	2	600 00	500				5												
Bloomington.....	4	4	4	7	2,303 00	500		4		13												
BURNETT—No report.																						

TABLE No. VII.—continued.

Names of Counties and Towns.	No. Brick School Houses.		No. Stone School Houses.		No. Frame School Houses.		No. Log School Houses.		Total valuation of School Houses.		Highest valuation of any School House.		Lowest valuation of any School House.		No. School Sites containing less than 1 acre.		No. School Sites uninclosed.		No. Schools without a Blackboard.		No. Schools without Outline Maps.		No. District Libraries.		No. Joint Libraries.		No. Volumes in all the Libraries.		No. Volumes loaned during the year.		Amount Library fines collected.		Amount Library fines expended.		Am't Library fines remaining unexpended.		N. select & priv. Schools other than inc. academies.		Av. No. pupils attending such schools during the year.		No. Inc. Academies.		Av. No. pupils attending such academies during year.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
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CRAWFORD.—cont.	2	15	38	11	8724 25	600	10	46	64	48	63	48	13	8	10	8	13	12	2	82	92	6 76	6 76	1	20	101	8	76																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
Seneca	4	4	4	4	1640 00	350	30	5	10	4	10	4	10	11	10	8	13	12	2	82	92	6 76	6 76	1	20	101	8	76																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
Scott	2	11	21	11	960 00	285	10	11	10	8	13	48	13	8	10	8	13	12	2	82	92	6 76	6 76	1	20	101	8	76																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
COLUMBIA.—	1	15	38	11	8724 25	600	10	46	64	48	63	48	13	8	10	8	13	12	2	82	92	6 76	6 76	1	20	101	8	76																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
Arlington	3	1	1	1	1670 ..	500	40	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3

Newport	1	2	3	2200	1100	150	6	6	6	2	6	1	26	37	...	...	...	1	25	...
Otago	...	...	3	895	300	25	5	5	5	3	5	7	1	34	7	...	...	1	25	...
Pacific	...	4	...	500	300	50	4	4	4	3	...	...	...	20	...	...	...	4	120	...
Portage	...	3	...	1500	600	300	4	4	4	...	...	2	1	79	...	...	...	...	...	...
Randolph	...	7	...	1890	450	80	6	6	4	...	...	9	...	263	...	...	...	...	...	...
Scott	...	6	1	975	325	50	7	4	...	...	...	7	2	51	22	...	...	...	...	...
Springvale	...	4	2	1035	600	25	6	5	2	...	...	6	4	140	38	...	...	...	...	...
West Point	...	1	3	1000	400	20	6	6	1	...	...	8	...	...	...	...	0,05	0,05	...	...
Wyoena	...	5	2	2935	1500	10	8	8	3	...	...	8	6	265	...	...	...	...	...	...
	2	6	32	30797	69	1500	122	125	35	145	49	14	1795	1032	7	0,05	6	81	12	459
DANE--	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Albion	2	1	4	1200	300	100	6	7	...	...	7	6	8	146	81	0,10	0,10	...	...	...
Black Earth	...	3	...	1400	1000	160	3	2	...	...	2	1	2	174	150	0,20	0,20	1	15	...
Blooming Grove	...	4	2	1060	400	20	6	5	2	...	6	1	...	7	...	...	...	...	...	...
Blue Mounds	...	1	3	500	225	50	3	5	2	...	5	...	...	...	...	...	...	...	...	...
Bristol	...	1	3	1402	600	75	4	5	2	...	1	1	...	...	...	...	...	...	...	...
Burke	...	1	1	2000	1000	50	5	4	1	...	6	5	1	163	105	...	...	...	...	...
Christiana	...	2	1	2000	400	100	6	6	3	...	5	4	2	2	8	...	...	...	...	...
Cottage Grove	...	1	3	1890	450	30	9	9	1	...	6	...	...	298	52	...	...	...	...	...
Cross Plains	...	3	3	1035	300	75	4	6	5	...	9	...	...	...	...	...	...	1	...	...
Dane	...	6	1	3014	474	130	6	7	3	...	7	2	...	11	28	...	...	...	...	...
Deerfield	...	2	2	690	300	40	3	4	4	...	...	...	...	...	...	...	...	...	...	...
Dunkirk	...	1	5	2368	573	10	6	8	...	...	8	5	2	152	...	...	...	...	...	...
Duna	...	1	2	1182	362	30	4	2	...	...	2	...	...	...	...	...	...	...	...	...
Fitchburg	...	1	...	2380	480	80	5	8	...	...	3	10	7	214	91	0,20	0,20	1	20	...
Madison City	...	1	4	2925	1000	75	5	4	...	...	3	1	...	29	19	...	...	...	...	...
Medina	...	1	2	13000	6000	800	4	4	...	...	2	1	...	350	200	...	...	4	200	...
Medison	...	1	3	1762	500	12	4	7	...	...	7	...	...	...	...	...	...	...	...	...
Middleton	...	1	1	2590	1200	50	7	4	...	...	6	...	...	48	...	...	...	...	...	...
Montrose	...	...	3	895	200	20	7	7	...	...	8	7	8	108	254	...	...	1	10	...
Oregon	...	...	6	2000	400	15	9	9	2	...	4	6	...	...	...	...	...	1	...	...
Perry	...	...	...	220	150	20	...	...	1	...	...	...	...	...	...	...	...	...	...	...

TABLE No. VII.—continued.

Names of Counties and and Towns.	No. Brick School Houses.	No. Stone School Houses.	No. Frame School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites containing less than 1 acre.	No. School House Sites uninclosed.	No. Schools without a Black Board.	No. Schools without Out- line Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned du- ring the year.	Amount Library Fines collected.	Amount Library Fines expended.	Am't Library Fines re- maining unexpended.	No. select & priv. Schools other than inc. academies.	Av. No. pupils attending such schools during the year.	No. inc. Academies.	Av. No. pupils attending such academies during year.
DOUGLAS—																						
Superior.....	1	2	1	2	\$1351 ..	\$500	\$351	8	1	1	1	1	1	1	1	1	1	1	1	1	1	1
DUNN—																						
Menominee	2	2	2	2	250 ..	250	.....	2	2	4	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Dunn.....	1	2	1	2	750 ..	300	200	1	3	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eau Claire.....	.....	.....	.....	.....	School taught in private room.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rock Creek.....	.....	.....	.....	.....	.....	800	26	2	2	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Spring Brook.....	.....	.....	.....	.....	.....	800	26	3	3	3	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	800	26	8	10	10	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
EAU CLAIRE—																						
Bridge Creek.....	.....	.....	.....	.....	900 ..	300	300	3	3	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eau Claire.....	.....	.....	.....	.....	1280 ..	1000	30	4	4	3	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brunswick.....	.....	.....	.....	.....	40 ..	.....	.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Half Moon.....	.....	.....	.....	.....	2100 ..	2000	100	2	2	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....
.....	.....	.....	.....	.....	4270 ..	2000	30	9	9	8	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE No. VII.—continued.

Names of Counties and Towns.	No. Brick School Houses.	No. Stone School Houses.	No. Framed School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites containing less than 1 acre.	No. School House Sites unenclosed.	No. of Schools without a Blackboard.	No. of Schools without Outline Maps.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount Library fines remaining unexpended.	No. select & priv. Schools other than inc. academies.	Av. No. Pupils attending such Schools during the year.	No. inc. Academies.	Av. No. Pupils attending such Academies during year.		
GRANT—cont.																							
Jamestown.....	2	1	8	4	1000	400	100	4	4	3	9	4	..	..	..	..	..	..	..	..	..
Lancaster.....	1	1	1	3	4825	2800	..	4	7	8	6	..	..	..	..	..	..	..	..	..	..
Liberty.....	1	1	1	3	424	300	40	6	6	8	8	..	..	..	..	..	..	..	..	..	..
Lima.....	1	1	8	3	1115	800	25	7	..	..	2	..	..	..	..	..	..	..	..	..	..
Little Grant.....	..	..	4	..	900	800	150	2	4	1	4	..	..	..	..	..	..	..	..	..	..
Marion.....	..	..	2	2	650	800	50	4	4	1	4	1	..	6	..	10	..	..	..	..	..
Millville.....	..	..	5	3	3171	600	70	7	8	0	8	..	..	..	..	..	..	..	..	..	..
Muscoda.....	..	..	2	1	800	500	100	2	6	1	5	2	2	10	4	..	..	..	1	70	..
Paris.....	..	..	2	3	1070	500	20	1	5	1	1	..	..	..	..	..	..	..	2	100	..
Patch Grove.....	..	..	8	1	750	400	..	3	..	..	..	..	..	..	..	..	..	..	..	..	..
Platteville.....	8	1	4	..	2000	600	..	7	..	..	..	..	..	..	..	..	..	..	..	..	..
Potosi.....	2	2	1	6	3650	1000	75	10	12	..	11	1	..	10	..	..	..	..	..	..	..
Smelter.....	1	..	4	..	1875	700	75	2	5	..	6	..	..	..	..	..	..	..	..	..	..
Wingville.....	1	..	4	2	1840	410	40	5	5	2	4	..	..	..	..	..	..	..	..	..	..
Watertown.....	..	..	..	..	..	..	..	..	2	3	4	..	..	..	..	..	..	..	..	..	..
Wyalusing.....	..	..	..	1	1100	600	100	8	3	..	8	..	..	..	..	..	..	..	..	..	..
Waterloo—No report	15	12	76	44	44427	5000	6	114	116	50	127	15	2	808	657	0	55	0	10	0	56	10	440

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GREEN—													
Albany..	2	8	3	\$1800	\$500	\$25	5	7	1	7	5	1	20
Adams.....	5	1	...	580	400	20	4	6	6	6	2	1	...
Clarno.....	1	4	1	1050	350	50	5	5	2	5	3	1	...
Brooklyn.....	1	4	4	1860	600	10	9	9	...	9	5	1	...
Exeter.....	...	7	...	1650	400	50	7	7	...	7	2	...	...
Decatur.....	1	8	...	1030	350	5	6	7	1	9	1	...	1
Jefferson.....	3	2	4	3200	500	260	8	8	...	7	...	...	...
Jordan.....	...	2	5	3382 04	125	4-100	8	7	2	7	3	...	...
Mt. Pleasant.....	2	4	1	1324	400	50	7	...	...	7	5	1	...
Monroe.....	1	1	4	4830	3000	50	6	6	1	3	4	1	...
New Glarus.....	...	2	...	250	150	100	2	2	2	2	2	...	...
Sylvester.....	1	5	1	1800	400	100	8	8	...	7	...	...	...
Spring Grove.....	2	5	2	2160	400	20	8	9	1	8	...	...	...
Washington.....	1	2	8	995	300	25	7	7	1	7	8	...	...
York.....	...	5	...	200	80	20	5	5	2	5	...	...	...
Oasis.....	...	6	2	1200	300	50	...	...	...	...	...	...	...
...	11	14	50	24361 04	3000	4-100	90	93	19	96	42	4	495
GREEN LAKE—													
Berlin City.....	...	3	...	2000	1000	500	3	3	...	2	...	...	...
Berlin.....	...	6	...	2200	600	100	5	5	...	5	2	...	...
Brooklyn.....	...	6	...	2100	300	150	6	6	1	5	2	...	...
Dayton.....	...	5	...	1750	435	75	5	5	...	5	5	...	...
Green Lake.....	...	8	...	2800	400	200	8	9	1	7	7	...	...
Kingston.....	...	4	2	600	300	10	6	6	1	6	5	...	...
Mackford.....	...	6	...	1315	500	100	5	6	...	4	4	...	...
Manchester.....	...	6	1	1175	300	25	5	6	...	7	7	...	...
Marquette.....	...	1	1	600	500	100	2	2	1	1	...	...	...
Markesan.....	...	...	...	2500	...	...	...	...	...	...	...	...	...
Princeton.....	...	4	3	1350	500	25	6	7	1	7	5	...	...
Seneca.....	...	3	...	110	50	10	3	3	...	3	...	...	...
Ste. Marie.....	...	2	4	1400	300	50	6	6	1	6	6	...	...
...	...	51	14	20400 00	2500	10	60	64	6	58	47	17	1654
...

TABLE No. VII.—*continued.*

Names of Counties and Towns.	JUNEAU.— <i>cont.</i>										KEWAUNEE.—											
	No. Brick School Houses.	No. Stone School Houses.	No. Frame School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites containing less than 1 acre.	No. School House Sites unenclosed.	No. Schools without a Blackboard.	No. Schools without Out- line Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned du- ring the year.	Amount Library fines col- lected.	Amount Library fines ex- pended.	Am't Library fines re- maining unexpended.	No. select & priv. Schools other than inc. academies.	A. V. No. pupils attending such schools during the year.	No. inc. academies.	A. V. No. pupils attending such academies during year.
Lindina.....	2	5	2410 04	2000	4-100	7	7	4	6	1	..	26	..	..	..	..	..	..	..	..
Lemonwrie.....	5	1	3262 25	2000	1-4	9	9	4	9	1	..	..	..	..	..	..	..	..	..	..
Marion.....	1	1	61	60	6	1	2	1	3	..	..	..	..	..	..	..	..	..	..	..
Wonewoc.....	2	2	585	800	25	4	4	1	5	..	..	..	..	..	..	..	..	..	..	..
Summit.....	6	100	100	....	6	6	4	7	1	..	24	..	..	..	..	..	..	..	..
Seven Mile Creek..	4	260	100	50	4	5	4	4	..	..	58	..	..	..	..	..	..	..	..
Kildare.....	1	5	435	125	30	3	6	4	7	1	..	..	..	..	..	..	..	..	..	..
Lyndon.....	1	1	295	200	20	2	3	3	8	..	..	..	..	..	..	..	..	..	..	..
	24	88	10690 04	2000	4-100	56	62	40	67	5	1	144	..	..	..	..	..	1	15	..
Keweenaw.....	1	..	100	100	100	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Casco.....	1	150	150	150	1	1	1	1	..	..	..	..	..	..	..	..	..	..	..
Wolf.....	2	..	1053	900	159	2	2	2	2	..	..	..	..	..	..	..	..	..	..	..
Franklin.....	2	50	50	..	2	4	..	..	..	..	..	..	..	..	..	..	..	..	..
Carlton.....	2	..	550	350	200	..	2	1	2	..	..	..	..	..	..	..	..	..	..	..
Red River.....	1	2	178	78	50	..	..	..	..	..	..	..	..	..	..	..	..	..	..	47

TABLE NO. VII.--continued.

Names of Counties and Towns.	LA FAYETTE—													
	No. Brick School Houses.	No. Stone School Houses.	No. Framed School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites contain'g less than 1 acre.	No. School House Sites uninclosed.	No. of Schools without a Blackboard.	No. of Schools without Outline Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.
Argyle.....	1	1	6	8	.....	\$700	\$50	8	8	7	9	1	1	68
Belmont.....	1	1	3	8	1175	400	175	3	2	2	2	1	1	68
Benton.....	1	1	4	1	1175	600	75	6	6	4	6	4	4	300
Centre.....	1	1	6	2	2035	850	10	8	8	4	7	10	1	392
Elk Grove.....	1	1	6	1	1515	600	35	...	7	3	7	10	1	300
Fayette.....	1	1	2	4	545	200	15	7	8	2	8	2	1	99
Gratiot.....	1	1	2	4	800	300	20	5	6	2	6	2	1	99
Kendall.....	2	2	1	1	1025	300	100	5	4	1	9	1	1	...
Monticello.....	2	2	1	1	911	500	40	2	2	1	1	1	1	...
New Diggings.....	5	5	1	1	790	250	40	2	5	3	5	2	2	101
Shallsburg.....	4	4	1	1	1700	1000	200	4	4	3	8	1	1	137
Wayne.....	1	1	6	3	1070	500	20	5	6	2	3	2	2	17
Wiaota.....	1	1	6	3	2135	400	20	10	11	2	13	1	1	20
Willow Springs.....	1	2	3	1	2080	600	60	4	7	8	7	1	1	15
White Oak Springs.....	2	2	1	1	250	200	50	2	2	...	2	2	2	186
	412	46	25	80	17248	1000	10	64	84	35	86	16	1	1084
	1	1	1	1	501	...	...	...	...	...	...	...	...	...
	7	127	1	417	...	...	...	...	...	...	...	...	...	...
	No. select & priv. Schools other than inc. academies.	Av. No. Pupils atten'g such Schools during the year.	No. inc. Academies.	Av. No. Pupils atten'g such Academies during year.	Amount Library fines expended.	Amount Library fines collected.	Amount Library fines expended.	Amount Library fines collected.	No. Volumes loaned during the year.	No. of Schools without a Blackboard.	No. of Schools without Outline Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.

MARATHON—

Wausau.....	1	850	850	1	1	2	3	2	12	.....
Waunakee.....	1	50	50	1	1	1	1	1	.....	.....
Jenny.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eau Claire.....	No report.	.....	.....	.....	.....	.....	.....	.....	.....	.....
Texas.....	No report.	.....	.....	.....	.....	.....	.....	.....	.....	.....

MANITOWOC—

Buchanan.....	5	\$450	250	50	5	5	5	2	12	.....
Cato.....	1	975	150	50	10	9	8	3	.....	.....
Centerville.....	5	345	200	50	3	5	2	5	.....	.....
Eaton.....	4	299	149	50	3	4	4	4	.....	.....
Franklin.....	6	450	150	75	6	6	2	6	.....	.....
Kosuth.....	1	4	270	40	1	5	5	5	282 166	.....
Manitowoc.....	3	3290	2000	400	3	2	2	1	175 567	2 60
do Rapids.....	2	4	400	75	5	3	2	2	.....	.....
Maple Grove.....	2	270	159	120	1	2	2	2	.....	.....
Meeme.....	5	435	150	20	5	5	3	5	.....	.....
Mishicot.....	3	1177	250	25	8	9	3	10	20 20	.....
Newton.....	2	690	300	50	5	5	2	5	12 13	.....
Rockland.....	5	520	150	50	5	5	3	5	.....	.....
Schleswig.....	1	400	200	60	2	4	2	4	.....	.....
Two Rivers.....	3	1759	750	60	5	7	2	6	217 725	.....
Cooperstown.....	4	299	149	50	3	4	4	4	1 14	.....
	2	1470	2000	20	70	80	40	79	670 1490	2 60

MARQUETTE—

Buffalo.....	6	\$1250	\$300	\$20	8	8	4	8	2 1 49	39
Crystal Lake.....	1	604 54	254	100	8	8	2	8	.....	.....
Harris.....	3	.....	800	50	3	3	2	3	7	.....
Moundville.....	4	1518	500	8	9	8	3	9	239 887	1 25
Montello.....	3	760	500	40	5	5	.....	5	.....	.....

TABLE No. VII—continued.

Names of Counties and Towns.	No. Brick School Houses.	No. Stone School Houses.	No. Frame School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School Houses.	Lowest valuation of any School House.	No. School House Sites containing less than 1 acre.	No. School House Sites uninclosed.	No. Schools without a Black Board.	No. Schools without Out- line Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned du- ring the year.	Amount Library Fines col- lected.	Amount Library Fines ex- pended.	Amount Library Fines re- maining unexpended.	No. select & priv. Schools other than Inc. academies.	A. V. No. pupils attending such schools during the year.	No. Inc. Academies.	A. V. No. pupils attending such academies during year.
MARQUETTE con.																						
Mecan.....	1	1	1	3	\$391	\$200	\$30	3	3	1	3	2	2	76	16	.....	.....	.....	.....	.....	.....	.....
Neukoro.....	1	1	1	3	300	300	100	2	1	1	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Newton.....	1	1	1	3	305	115	10	5	7	4	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oxford.....	1	1	1	3	712	309	200	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Packwaukee.....	1	1	1	3	800	825	100	5	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shields.....	1	1	1	3	285	70	15	6	5	2	6	1	2	87	48	.....	.....	.....	.....	.....	.....	.....
Springfield.....	1	1	1	3	400	200	20	5	8	2	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Westfield.....	1	1	1	3	450	200	100	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	1	1	1	3	8385	500	8	63	67	21	60	20	6	522	467	.....	.....	.....	.....	.....	.....	.....
MILWAUKEE—																						
Franklin.....	1	1	1	3	2081	500	75	8	7	4	7	7	2	394	150	.....	.....	.....	.....	.....	.....	.....
Greenfield.....	1	1	1	3	2560	400	30	13	12	4	6	6	7	119	119	.....	.....	.....	.....	.....	.....	.....
Granville.....	1	1	1	3	1196	300	20	11	8	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lake.....	1	1	1	3	2400	1200	50	6	6	1	6	7	2	311	145	.....	.....	.....	.....	.....	.....	.....
Milwaukee.....	1	1	1	3	1840	400	50	9	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oak Creek.....	1	1	1	3	1760	600	.....	9	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Grafton	1	8	1	1850	1000	100	5	5	1	5	2	45	...	...	...	...	1	32	...
Saukville	1	1	3	680	200	50	8	8	5	6	8	200	300	...	...	...	...	...	...
Pt. Washington	1	1	5	3475	3000	25	6	7	6	7	...	...	...	...	...	...	1	...	...
Fredonia	1	1	10	800	200	25	10	10	2	10	7	1	...	...	...	...	1	30	...
Belgium .....	...	...	8	570	180	30	6	5	2	4	8	120	80	5	00	5	1	100	...
PEPIN—	8	12	42	14,100	3000	10	51	55	19	42	40	5	1459	1193	5	10	5	192	...
Pepin .....	...	...	2	...	700	...	4	4	1	3	...	...	...	...	...	...	1	...	...
Bear Creek .....	...	...	2	380	180	...	2	...	2	2	...	...	...	...	...	...	...	98	...
Albany .....	...	...	1	50	50	50	1	1	1	1	1	...	...	...	...	...	...	...	...
Frankfort .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Waukegan .....	...	...	2	700	400	300	2	2	3	3	...	...	...	...	...	...	...	...	...
Lima .....	...	...	1	300	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
POLK—	...	...	3	7	1880	700	9	7	7	9	...	...	...	...	...	...	1	98	...
Le Roy .....	...	...	1	700	700	...	...	1	2	4	...	...	...	...	...	...	...	...	...
St. Croix .....	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...
PIERCE—	...	...	1	700	700	...	...	1	2	5	...	...	...	...	...	...	...	...	...
Diamond Bluff .....	...	...	1	600	600	600	2	2	2	2	...	...	...	...	...	...	...	...	...
Oak Grove .....	...	...	1	400	400	400	1	1	1	...	...	...	...	...	...	...	...	...	...
Clifton .....	...	...	2	366	50	225	181	1	2	2	2	...	...	...	...	...	...	...	...
Mertell .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Trim Belle .....	...	...	2	300	150	50	...	4	8	4	...	...	...	...	...	...	...	...	...
River Falls .....	...	...	4	1150	300	250	8	4	2	4	4	...	...	...	...	...	...	...	...
Pleasant Valley .....	...	...	1	450	450	450	1	1	2	2	...	...	...	...	...	...	...	...	...
Isabelle .....	...	...	1	50	50	50	1	1	...	...	...	...	...	...	...	...	...	...	...
Prescott City .....	...	...	1	1500	1500	1500	1	1	...	1	...	...	...	...	...	...	8	48	...
Perry .....	...	...	2	150	75	75	2	2	2	2	...	...	...	...	...	...	...	...	...

TABLE No. VII.—*continued.*

Names of Counties and Towns,	No. Brick School Houses.	No. Stone School Houses.	No. Frame School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites containing less than 1 acre.	No. School House Sites uninclosed.	No. Schools without a Blackboard.	No. Schools without Out- line Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned du- ring the year.	Amount Library fines col- lected,	Amount Library fines ex- pended.	Am't Library fines re- maining unexpended.	No. select & priv. Schools other than inc. academies.	Av. No. pupils att'ing such schools during the year.	No. inc. Academies.	Av. No pupils att'ing such academies during year.	
PIERCE.— <i>cont.</i>																							
Hartland No report	1	1	1	1	285 50	1500	50	1	1	1	1	1	1	1	1	1	1	1	1	3	48	1	1
Trenton.....	14	4	4	4	5252 00	1500	50	13	19	14	19	1	1	1	1	1	1	1	1	3	48	1	1
PORTAGE—																							
Amherst.....	1	1	1	1	75	50	25	2	2	0	2	2	2	2	2	2	2	2	2	2	2	2	2
Almond.....	2	4	4	4	455	200	20	1	6	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Belmont.....	2	1	1	1	227 69	100	50	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
Buena Vista.....	8	2	2	2	715	300	50	2	5	2	4	4	4	4	4	4	4	4	4	4	4	4	4
Lanark.....	1	3	3	3	400	150	25	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	5
Plover.....	3	1	1	1	835	500	35	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Pine Grove.....	2	1	1	1	192 50	150	42½	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
New Hope.....	3	3	3	3	889	163	100	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Stockton.....	6	3	3	3	1270	350	25	5	8	8	8	4	4	4	4	4	4	4	4	4	4	4	4
Stevens' Point.....	8	8	8	8	11765	4000	40	2	6	4	4	1	201	1225	2	2	2	2	2	2	2	2	2
Linwood.....	28	18	18	18	16824 19	4000	20	82	49	30	42	8	2	882	1328	1	1	1	4	91	1	1	

TABLE No. VII.—continued.

Names of Counties and Towns.	ROCK—																					
	No. Brick School Houses.	No. Stone School Houses.	No. Frame School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than 1 acre.	No. of School House Sites uninclosed.	No. of Schools without a Blackboard.	No. Schools without Out- line Maps.	No. District Libraries.	No. Joint Libraries.	No. of Volumes in all the Libraries.	No. of Volumes loaned du- ring the year.	Amount of Library fines collected.	Amount of Library fines expended.	Amount of Library fines remaining unexpended.	No. select & priv. Schools other than inc. academies.	Av. No. Pupils at- tending such Schools during the year.	No. inc. Academies.	Av. No. Pupils at- tending such Academies during year.
Avon.....	1	2	5	2	1811	300	100	11	11	6	11	6	6	132	137	.....	.....	.....	.....	.....	.....	.....
Beloit.....	2	4	7	4	1075	300	50	6	4	1	4	1	1	24	.....	.....	.....	.....	.....	.....	.....	.....
Bradford.....	4	7	1	1	1875	300	25	11	10	2	11	6	6	331	178	.....	.....	.....	.....	.....	.....	.....
Centre.....	1	4	1	4	1400	600	150	6	.....	9	.....	7	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clinton.....	1	6	1	6	2475	1160	50	6	6	.....	6	3	2	175	108	.....	.....	12 88	.....	.....	.....	.....
Fulton.....	5	8	1	8	4850	2000	100	8	9	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Harmony.....	1	1	3	1	2910	450	100	9	7	1	8	9	.....	385	300	.....	.....	.....	.....	.....	.....	.....
Johnstown.....	1	6	1	6	2300	550	50	7	6	.....	7	5	7	173	83	05	.....	.....	36	1	17	.....
Lima.....	10	2	10	2	2000	375	25	12	12	.....	12	12	.....	201	84	.....	.....	.....	.....	.....	.....	.....
La Prairie.....	1	1	5	1	2050	500	25	6	3	.....	7	4	.....	229	831	30	.....	.....	.....	.....	.....	.....
Milton.....	1	1	3	1	1100	400	200	6	6	.....	6	5	6	473	400	30	.....	.....	.....	1	50	.....
Magnolia.....	3	4	3	4	1400	400	100	7	7	.....	7	7	.....	34	11	.....	.....	.....	.....	.....	.....	.....
Newark.....	3	3	3	3	1500	400	25	9	9	.....	8	5	1	207	164	.....	.....	.....	.....	.....	.....	.....
Porter.....	2	4	1	4	2575	900	50	7	7	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Plymouth.....	1	3	2	1	1800	800	.....	6	6	1	4	3	.....	46	.....	.....	.....	.....	.....	.....	.....	.....
Rock.....	2	1	7	1	2922 50	568	200	9	1	1	9	3	1	97	87	.....	.....	.....	.....	1	.....	.....
Spring Valley.....	2	4	1	4	1950	400	30	7	7	2	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Turtle.....	1	2	5	1	3375	1800	75	7	8	.....	8	5	3	219	191	.....	.....	.....	.....	.....	.....	.....

Union	9	1	2160	600	10	9	10	10	5	2	8	1	200	1898	1	30
Janesville city	4	1	89200	25000	600	5	2	1	1	2	5	2	211	200	5	69
Beloit city	1	1	19000	14000	5000	...	1	1	1	1	...	2	...	...	4	...
Janesville	4	1	8900	600	300	6	4	...	...	...	9	...	...	...	...	...
ST. CROIX—	23	30	108028	25000	10	169	142	19	142	84	20	2936	2229	65	14	166
Hudson city	1	1	1500	1500	...	...	...	...	...	...	1	...	...	...	1	25
Hudson	2	1	1100	600	500	2	2	1	1	2	...	...	...	...	...	...
Star Prairie	2	1	740	500	40-100	1	1	2	...	...	3	...	...	...	...	...
Richmond	1	1	500	500	...	...	...	...	...	...	1	...	...	...	...	...
Malone	2	1	350	200	25	3	3	1	1	2	...	...	...	...	...	...
St. Joseph	1	1	50	50	50	1	1	1	1	1	...	...	...	...	...	...
Somersett	3	1	90	35	...	...	...	...	...	...	3	...	...	...	...	...
Eau Claire	2	1	696	850	166	3	3	3	...	...	1	...	...	...	...	...
Rush River .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Erin Prairie	1	1	150	...	...	1	1	...	...	...	1	...	...	...	...	...
Hammond	2	1	800	500	300	2	2	...	...	...	...	...	...	...	...	...
Troy .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Ceylon	2	1	10	...	...	1	2	1	...	...	2	...	...	...	...	...
Pleasant Valley	2	1	840	240	100	1	2	1	...	...	...	...	...	...	...	...
SHAWANAW—	19	8	6326	1500	40-100	13	19	13	17	3	...	...	...	...	1	25
Shawano	2	1	700	...	...	2	...	...	...	...	1	...	...	...	...	...
Richerson .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Waukegan .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Matteson .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Bell Plain .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	2	1	700	...	...	2	...	...	...	...	1	...	...	...	...	...

TABLE No. VII.—*continued.*

Names of Counties and Towns.	No. Brick School Houses.			No. Stone School Houses.			No. Frame School Houses.			No. Log School Houses.			Total valuation of School Houses.		Highest valuation of any School House.		Lowest valuation of any School House.		No. School House Sites contain'g less than 1 acre		No. School House Sites unclosed.		No. of Schools without a Blackboard		No. Schools without Outline Maps.		No. District Libraries.		No. Joint Libraries.		No. of Volumes loaned during the year.		Amount Library fines collected.		Amount Library fines expended.		Amount Library fines remaining unexpended.		No. select & priv. Schools other than inc. academies.		Av. No. pupils attending such schools during the year.		No. inc. academies.		Av. No. pupils attending such academies during year.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				

TABLE No. VII.—continued.

Names of Counties and Towns.	WALWORTH—																					
	No. Brick School Houses.	No. Stone School Houses.	No. Framed School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of Towns containing less than 1 mile.	No. School House Sites unenclosed.	No. of Schools without a Blackboard.	No. of Schools without Outline Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned during the year.	Amount Library fines col- lected.	Amount Library fines ex- pended.	Amount Library fines re- maining unexpended.	No. select and priv. Schools other than inc. academies.	Av. No. Pupils at/in such Schools during the year.	No. inc. Academies.	Av. No. Pupils attending such Academies during year.
Sharon	2	0	9	1	3325	800	25	12	12	1	14	5	0	52	6	0	0	0	0	0	0	0
Darien	3	0	6	0	5650	2500	50	9	9	0	9	0	0	0	0	0	0	0	0	0	0	0
Richmond	0	0	6	0	1660	380	170	6	6	1	5	6	4	224	22	0	0	0	0	1	16	0
Whitewater	3	0	6	0	5181	2000	100	9	9	1	7	4	6	297	165	0	0	0	0	0	0	0
Walworth	2	7	0	0	2975	800	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0
Delavan	1	0	9	0	3175	1000	25	6	6	1	8	2	0	0	0	0	0	0	0	0	0	0
Sugar Creek	0	6	6	0	1150	300	50	4	4	0	6	5	0	176	97	0	0	0	0	0	0	0
La Grange	0	7	2	0	1675	800	25	4	4	0	7	3	4	100	61	0	0	0	0	0	0	0
Linn	1	1	9	1	3800	800	100	4	4	0	8	3	1	50	0	0	0	0	0	0	0	0
Geneva	0	0	9	1	2085	1000	25	1	1	1	9	5	1	242	906	0	0	26 40	1	50	0	0
La Fayette	2	8	0	0	2150	700	50	9	8	0	10	0	0	0	0	0	0	0	0	0	0	0
Troy	0	1	6	0	2350	400	150	7	7	0	7	7	4	0	0	0	0	0	0	0	0	0
Bloomfield	0	7	0	0	2105	500	25	6	6	0	7	5	0	68	0	0	0	0	0	0	0	0
Hudson	1	1	6	2	2450	600	50	9	9	0	9	7	8	498	192	0	0	0	1	20	0	0
Spring Prairie	0	1	11	0	1960	300	0	11	0	0	9	8	1	44	0	0	0	0	1	40	0	0
East Troy	0	7	0	0	4000	2500	3	6	6	0	6	5	0	203	220	0	0	0	0	0	0	0
Elk Horn	1	0	0	0	1500	1500	0	1	1	0	1	0	0	0	0	0	0	0	4	100	0	0
	14	6	11	7	46881	2500	3	129	115	5	131	59	23	1949	1669	0	0	26 40	11	275	0	0

TABLE No. VII.—*continued.*

Names of Counties and Towns.	No. Brick School Houses.	No. Stone School Houses.	No. Frame School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites contain'g less than 1 acre.	No. School House Sites unclosed.	No. Schools without a Blackboard.	No. Schools without Outline Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned during the year	Amount Library fines collected.	Amount Library fines expended.	Am't Library fines remaining unexpended.	No. select & priv. Schools other than inc. academies.	Av. No. pupils attending such schools during the year.	No. inc. Academies.	Av. No. pupils attending such academies during year.
WAUPACA—																						
Dayton	2	..	8	..	\$1834	\$400	\$30	7	9	3	9	9	..	..	..	..	..	..	..	..	..	..
Farmington	2	2	..	650	300	25	5	6	3	3	6	..	..	..	..	..	..	..	..	..	..
Scandinavia	2	2	..	300	150	60	2	3	1	4	2	..	..	..	..	..	..	..	1	6	..
Iola	1	..	420	325	95	2	2	..	..	4	..	..	..	..	..	..	..	..	..	..
Lind	7	2	..	815	300	80	6	7	1	7	7	..	..	..	..	..	..	..	..	..	..
Waupaca	8	3	..	1100	256	25	7	7	2	7	4	..	..	..	..	..	..	..	1	25	..
St. Lawrence	1	8	..	112 91	100	85	3	4	2	4	4	..	..	..	..	..	..	..	2	50	..
Weyauwega	7	..	..	2335	1275	10	8	8	5	8	8	..	..	..	..	..	..	..	..	..	..
Royalton	3	2	..	1300	550	35	5	4	4	5	5	..	..	..	..	..	..	..	..	..	..
Little Wolf
Caledonia	1	2	..	486	300	10	3	3	1	3	3	..	..	..	..	..	..	..	..	..	..
Makwa	5	..	..	1475	800	75	4	4	4	5	5	..	..	..	..	..	..	..	1	25	..
Lebanon	3	..	98	59	14	3	3	3	3	3	..	..	..	..	..	..	..	..	..	..
Bear Creek	2	..	..	80	40	40	1	2	1	2	2	..	..	..	..	..	..	..	..	..	..
Union
	2	40	22	..	11,005 91	1275	10	56	62	26	65	..	..	..	..	..	..	..	..	5	105	..

TABLE No. VII.—continued.

Names of Counties and and Towns.	No. Brick School Houses.	No. Stone School Houses.	No. Frame School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites contain'g less than 1 acre.	No. School House Sites uninclosed.	No. Schools without a Black Board.	No. Schools without Out- line Maps.	No. District Libraries.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned du- ring the year.	Amount Library Fines collected.	Amount Library Fines expended.	Am't Library Fines re- maining unexpended.	No. select & priv. Schools other than inc. academies.	A. V. No. pupils attending such schools during the year.	No. Inc. Academies.	A. V. No. pupils attending such academies during year.	
WINNEBAGO, cont.																							
Winnebago	4	2	5	2	\$1750 ..	\$500	250	5	3	1	2	2	300
Winchester	350 ..	75	30	4	5	1	5	10
Utica .....	..	4	1	..	1000 ..	350	5	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Vinland .....	..	5	1	..	1140 ..	250	40	6	5	..	6	..	..	..	..	..	..	..	..	..	..	..
	4	68	30	..	\$7,064 00	7000	5	89	79	14	67	12	1	510	350	..	..	20 64	12	1200	..	..
WOOD—																							
Grand Rapids .....	..	1	1	..	150 ..	100	50	1	1	3	5	..	..	..	..	..	..	..	..	..	..	..
Saratoga .....	..	..	..	..	..	..	..	1	1	2	2	..	..	..	..	..	..	..	..	..	..	..
Hemlock .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Rudolph .....	..	1	..	..	50 ..	..	..	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..
Centralia .....	..	2	..	..	1200 ..	700	500	2	2	..	..	..	..	..	..	..	..	..	..	..	..	..
Dexter. No report.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..

RECAPITULATION OF TABLE No. VII.

Names of Counties.	No. Brick School Houses.	No. Stone School Houses.	No. Framed School Houses.	No. Log School Houses.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. School House Sites containing less than 1 acre.	No. School House Sites unenclosed.	No. of Schools without a Blackboard.	No. of Schools without Outline Maps.	No. Joint Libraries.	No. Volumes in all the Libraries.	No. Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount Library fines remaining unexpended.	No. Select & priv. Schools other than inc. academies.	Av. No. Pupils attending the year.	No. Inc. Academies.	Av. No. Pupils attending each year.
Adams.....	30	27	\$8026	..	\$500	\$10	46	59	37	64	2	3	103	168	..	..	..	..	1	13	..
Bax Ax.....	22	32	8394	84	1300	20	53	58	48	66	3	..	55	21	..	..	..	..	4	52	..
Brown.....	15	25	9875	..	4000	50	28	23	14	19	7	..	872	967	60	75	..	..	2	50	..
Buffalo.....	4	7	2303	..	500	..	4	..	13	..	..	..	..	..	..	..	..	..	..	..	..
Calumet.....	16	20	4740	18	550	12	35	31	18	37	11	1	335	495	..	..	..	..	3	64	..
Chippewa.....	5	2	2150	..	1225	50	4	6	3	6	..	..	..	..	..	..	..	..	..	40	..
Clark.....	3	3	840	..	500	15	..	3	5	..	..	..	..	..	..	..	..	..	..	..	..
Columbia.....	101	32	30797	69	1500	25-100	122	125	125	145	49	14	1795	1062	7	05	6	81	12	459	..
Crawford.....	15	88	8724	25	600	10	46	64	48	63	..	..	12	5	..	..	..	..	3	75	..
Dane.....	12	19	62716	50	6000	14	174	196	54	196	75	20	2543	1967	50	50	..	..	11	338	..
Dodge.....	6	8	66325	93	10000	10-100	184	171	80	175	117	21	4825	4667	..	..	..	..	9	265	..
Door.....	..	3	15	15	15	15	1	1	3	4	..	..	..	..	..	..	..	..	..	50	..
Douglas.....	1	2	1351	..	500	351	3	1	1	1	..	..	..	..	..	..	..	..	..	..	..
Dunn.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Eau Claire.....	7	1	4270	..	2000	30	9	9	8	12	..	..	..	..	..	..	..	..	..	..	..
Fond du Lac.....	1	3	41269	34	3000	3	145	135	19	115	50	20	2788	1427	70	15	55	12	580	2	50
Grant.....	15	12	44237	..	5000	5	114	116	50	127	15	2	806	657	55	10	55	10	440	10	440
Green.....	11	14	24351	04	3000	04-100	90	93	19	96	42	4	962	501	..	05	05	05	4	495	..
Iowa.....	1	10	24492	97	1872	10	62	85	14	85	17	1	627	194	..	..	..	..	3	67	1
Jackson.....	..	6	3013	75	300	25	19	20	13	22	1	..	30	91	..	..	..	..	2	47	..
Jefferson.....	23	38	29796	..	5000	01-100	111	108	16	97	52	10	917	754	..	..	..	..	..	..	..

Juneau	24	88	10890	04	2000	4-100	56	62	40	67	5	1	144	1	15	...
Keweenaw	...	6	7	2141	900	25-100	8	11	4	5	47	...
Kenosha	...	2	1	60	3	35119	...	65	49	8	57	39	5	1522	1423	...	...	...	...	...	...	...	2	30	...
La Crosse	...	1	...	20	13	17512	35	10000	5	17	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
La Fayette	4	12	46	25	17246	60	1000	10	64	84	35	86	16	1	1084	501	...	...	...	...	...	...	7	127	1
Manitowoc	2	...	14	70	12399	...	2000	20	70	80	40	79	10	1	670	1490	2	60	...
Marathon	...	2	900	...	850	...	2	2	3	4	2	12	...
Marquette	...	28	36	8	8385	54	500	8	63	67	21	60	20	6	522	467	3	43	...
Milwaukee	11	...	46	20	16007	...	28000	20	64	53	9	46	38	8	1565	818	1	...	...	...	...	...	6	90	...
Monroe	...	26	19	68	18	66	500	15	44	51	27	46	1	...	...	...	...	...	...	...	...	...	5	92	...
Oconto	...	7	...	...	1644	...	704	100	8	8	5	12	...	...	...	...	...	...	...	...	...	...	...	...	...
Outagamie	...	1	...	21	23	12419	59	5000	5	47	42	30	52	8	1	176	94	...	...	...	...	...	2	3	1
Ozaukee	...	8	...	12	42	14100	...	8000	10	51	55	19	42	40	5	1459	1193	5	10	5	10	5	192	...	...
Pepin	...	3	7	...	1380	...	700	50	9	7	7	9	...	...	...	...	...	...	...	...	...	...	1	93	...
Pierce	...	14	4	...	5252	...	1500	50	13	19	14	19	...	...	...	...	...	...	...	...	...	...	8	48	...
Polk	...	1	...	...	7	...	700	...	...	1	2	5	...	...	...	...	...	...	...	...	...	...	...	...	...
Portage	...	28	18	...	16324	19	4000	20	32	49	30	42	8	2	332	1328	...	...	...	...	...	...	...	...	...
Racine	...	6	3	64	10	51520	...	12000	5	78	50	7	62	58	24	2631	1496	1	50	1	50	...	4	91	...	
Richland	...	...	...	...	42	14277	63	3000	10	75	88	53	87	5	...	115	...	...	...	...	...	...	6	118	...
Rock	...	23	80	105	11	103028	50	25000	10	169	142	19	142	84	20	2936	2220	65	...	...	...	...	13	98	14
St. Croix	...	19	3	...	6326	...	1500	40-100	13	19	18	17	3	...	...	...	...	...	...	...	...	...	1	25	...
Sauk	...	1	5	59	67	29891	50	3000	5	122	122	72	126	31	4	1345	1589	1	01	09	16	9	105	1	...	
Shawano	...	2	...	...	700	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Sheboygan	...	1	80	34	29710	...	8000	10	98	102	17	97	53	3	1334	677	15	...	...	...	...	...	15	11	725
Trempealeau	...	...	...	...	...	...	400	25	10	13	6	15	1	...	15	...	...	...	...	...	...	...	1	4	...
Walworth	14	6	119	7	45681	...	2500	8	129	115	5	131	59	23	1949	1660	...	...	...	...	...	...	23	40	11
Washington	...	3	8	26	70	14487	...	1500	1	107	103	30	101	52	19	1509	554	60	3	07	15	6	130	...		
Waukesha	...	5	8	89	19	44625	...	8000	25	112	101	7	85	62	12	1644	3605	4	04	...	...	...	7	127	...
Waupaca	...	2	...	40	22	11	05	91	1275	10	56	62	26	65	...	...	...	...	...	...	...	...	6	105	...
Waushara	...	65	31	14	157	...	2000	10	82	90	42	99	2	1	23	23	...	...	...	...	...	...	1	...	...
Winnebago	...	68	80	37	064	...	7000	5	89	79	14	67	12	1	510	350	...	...	...	...	...	...	12	1290	...
Wood	...	...	3	2	1400	...	700	50	5	5	5	7	...	...	...	...	...	...	...	...	...	...	...	...	...
Green Lake	...	...	...	...	...	...	2500	10	60	64	6	58	47	17	1654	1926	13	03	10	8	151	...	...	...
	158	187	1971	1216	1127	191	69	26000	01-100	3060	8099	1072	2346	1125	250	88780	84104	13 48	13 38	60 50	218	7584	4	662	...	

TABLE VIII.—SHOWING THE NUMBER OF TOWNS IN EACH COUNTY, USING THE DIFFERENT TEXT BOOKS.

COUNTIES.	SPELLER.					READER.				GEOGRAPHY.													
	Sanders.	McGuify.	Webster.	Town.	Swan.	Emerson.	National.	Sanders.	McGuify.	Town.	National.	Sargeant.	Mitchell.	Smith.	Cornell.	Olney.	Monteith & Mc-Nally.	Goodrich.	Morse	Parley.	Pitch & Cotton.	Warren.	Woodbridge.
Adams	9	7	...	...	...	...	...	13	6	...	...	...	7	7	2	1	...	1	1	...	...	...	...
Bad Ax	17	17	17	17	...	...	...	17	17	17	...	...	17	17	17	...	...	...	...	...	...	...	...
Brown	1	14	...	...	...	...	...	1	14	...	...	...	5	6	2	...	...	...	...	...	...	...	...
Buffalo	7	...	...	...	...	...	...	7	...	...	...	...	7	...	...	...	...	...	...	...	...	...	...
Calumet	4	5	...	...	...	...	...	4	5	...	...	...	1	4	2	...	1	...	...	...	...	...	...
Chippewa	3	...	1	1	...	...	...	1	2	2	...	...	2	1	...	...	...	...	...	...	...	...	...
Clark .....	...	2	1	...	...	...	...	...	3	...	...	...	2	...	...	...	...	...	...	...	...	...	...
Columbia	20	2	...	...	...	...	...	20	2	...	...	...	6	4	11	1	...	...	...	...	...	...	...
Crawford	6	4	1	1	...	...	...	5	5	1	...	...	8	3	...	2	...	...	...	...	...	...	...
Dane	31	8	2	...	...	...	...	29	6	...	...	1	18	8	7	...	5	...	...	...	...	...	...
Dodge	20	4	1	...	...	...	...	23	25	...	...	...	2	1	18	1	16	...	...	...	...	...	...
Door .....	...	2	...	...	...	...	...	2	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Douglas .....	...	...	1	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Dunn	4	4	4	4	...	...	...	4	4	4	...	...	4	4	...	...	...	...	...	...	...	...	...
Eau Claire	4	...	...	...	...	...	...	4	...	...	...	...	1	1	1	...	1	...	...	...	...	...	...
Fond du Lac	23	...	...	...	...	...	...	23	4	...	...	...	2	1	21	...	1	...	...	...	...	...	...
Grant	7	...	5	13	...	...	...	8	10	6	...	...	2	17	...	...	...	...	...	...	...	...	...
Green	14	1	...	...	...	...	...	18	2	...	...	...	1	...	...	...	...	...	...	...	...	...	...
Iowa	2	3	9	4	...	...	...	3	11	6	...	...	3	4	...	2	6	...	...	...	...	...	...
Jackson	2	5	1	1	...	...	...	3	5	...	...	...	6	5	...	...	...	...	...	...	...	...	...
Jefferson	15	...	...	...	...	...	...	15	...	...	...	...	...	1	10	...	8	...	...	...	...	...	...

Juneau.....	12	9	2									8	18									8	10										
Kewannee.....		4										2	2									1											
Kenosha.....		8	4									9	4									2											
La Crosse.....		11										1	10									10	1										
La Fayette.....		8	8	7	8							2	13	2								6	6	1	1	6							
Manitowoc.....	14	2										15	1									6	8	4		1							
Marathon.....	8		1									3									1												
Marquette.....	12	7	2									13	10	1							3	7	2		1	2							
Milwaukee.....	4	6	3								1		7								1	6	8		2	1	1						
Monroe.....	15	1	1									12	4								10	3		3	8								
Oconto.....	1		2										3								2												
Outagamie.....	5	9											12								6	4											
Ozaukee.....	2	6	1										7								2												
Pepin.....	4	2	2										4								2												
Pierce.....	6	3	8	2								7	5	1							7												
Polk.....		1											1								1												
Portage.....	10	1	1									10	1								4	6		1	3								
Racine.....	11												11								2	3	4										
Richland.....	3	1	12									8	12								8	7		5	1								
Rock.....	14	17										14	17								2	2	19										
St. Croix.....	8	9	1									10	8	2							6	8			1								
Sauk.....	16	8	1									17	8								11	8			2								
Shawano.....		1											1								1												
Sheboygan.....	11	5										12										2											
Trempealeau.....	4	1										8									8			1	13								
Walworth.....	17	2											2								2	2	16										
Washington.....	18	5	2										9								2	2	10		1								
Waukesha.....	16		1									16									4												
Waupaca.....	14	2										18									7												
Waushara.....	8	10										12									4			5	1								
Winnebago.....	4	14										4										1	2		8								
Wood.....		1																															
Green Lake.....	13	1										13									1			4	5	1	8						
	440	219	83	44	1	1	1	1	1	1	1	435	260	42	4						210	159	201	82	94	4	12	1	2	1	2		

TABLE NO VIII.—SHOWING THE NUMBER OF TOWNS IN EACH COUNTY USING THE DIFFERENT TEXT BOOKS.—cont.

COUNTIES.	ARITHMETIC.										GRAMMAR.																	
	Adams.	Ray.	Davies.	Thompson.	Colburn.	Stoddard.	Greenleaf.	Smith.	Everson.	Daboll.	Brown.	Green.	Clark.	Pineo.	Kirkham.	Wells.	Weid.	Bullions.	Kenyon.	Ricord.	Webster.	Smith.	Greenleaf.	Spencer.	Coall.	Welch.	Murray.	
Adams.....	6	7	1	2	1							6	1	1	1	6	1											
Bad Ax.....	17	17	17	17							17				17	17						17						
Brown.....		14												6	2													
Buffalo.....				7								7																
Calumet.....	4	2	1	1				1				5	2	2	1							1						
Chippewa.....	2	1		2																								
Clark.....		2	1												1													
Columbia.....	9	1		12							11		1	4	1	2						2						
Crawford.....	1	3	4	2	1	1		2						1	4	2						4						
Dane.....	7	13	4	10							16		5	1		4			1	2								
Dodge.....	4	10	4	12							12	2	10	1														
Door.....		1			1													1										
Douglas.....		1																										
Dunn.....		4	4	4	4						4				4													
Eau Claire.....	3		1	3								1			1	1	1	1				1						
Fond du Lac.....	3			22							4	8	1	1	1	6	4	2					4					
Grant.....	7	3	1	2				12					2	6	1	8	1				1	13						
Green.....	3			11				1			6			6							3							
Iowa.....	6	6	3	3			1	4			2		2	6	4	4		1			3							
Jackson.....	6	3	1	1	1	2		3			3	1	5	2	2	2					3							
Jefferson.....	6			9							6			5	2	4						2						

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ELEVENTH
ANNUAL REPORT
ON THE
CONDITION AND IMPROVEMENT
OF THE
COMMON SCHOOLS
AND
EDUCATIONAL INTERESTS
OF THE
STATE OF WISCONSIN,
FOR THE YEAR 1859.

BY LYMAN C. DRAPER,
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION.

MADISON, WIS.:
JAMES ROSS STATE PRINTER.
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1859.

OFFICE OF SUP'T OF PUBLIC INSTRUCTION,
MADISON, Dec. 10th, 1859.

TO HIS EXCELLENCY, A. W. RANDALL,
Governor of the State of Wisconsin:

SIR:—I herewith transmit, through you, to the Legislature,
the Annual Report of this Department.

I have the honor to be, with much respect,

Your obedient servant,

LYMAN C. DRAPER.

ELEVENTH ANNUAL REPORT.

To the Legislature :

In accordance with the provisions of law, I have the honor to submit to your body the ELEVENTH ANNUAL REPORT of this Department.

ABSTRACT OF SCHOOL REPORTS.

A full abstract of all the reports received from the Clerks of the County Boards of Supervisors, will be found appended to this Report. Probably for the first time in the history of the State have the returns been received from every County in time for the use of the State Superintendent in making up his Annual Report. Burnett County is not taken into the account, which has never yet been organized, and of course no report from it need be expected.

Number of Children.—The whole number of children of school age, between the years of four and twenty years, is 278,871—showing an increase over last year of 14,519. Last year's increase over the preceding year was 22,807; and the year before over its predecessor was 27,656. The great diminution of increase for the past two years, and especially for the past year, must be attributable, in a great measure, to the check given to immigration to our State on account of the stringency of the times.

School Attendance.—Owing to an unfortunate omission in a portion of the blanks, the returns are not sufficiently complete

to afford any reliable data as to school attendance; but from the real poverty of the people in many of the newly settled counties, and their consequent inability to clad their children comfortably during the severities of the cold portion of the year, it may be presumed that the attendance has not been quite so large as last year. I have been informed, upon what I deem credible authority, that in the County of Columbia alone, fully one thousand children were unable to attend school last winter, on account of their parents being unable to provide them with the necessary shoes and clothing. As there were nearly 97,000 children of school age last year who did not attend school, we may conclude that the number the past year has considerably exceeded one hundred thousand. It is a melancholy reflection, that in this enlightened age, with all the facilities afforded for free education, with the liberality of the General Government, and the fostering care of the State, more than one-third of all our children of school age are growing up in ignorance of even the rudiments of an education, and ignorant, moreover, of the weighty responsibilities that will soon devolve upon them as citizens of a great State, boastful of its progress and intelligence. I ventured, in my last Report, to make some suggestions on this subject, and hence need not repeat them here.

Length of Schools.—Ten years ago, the average length of time the schools in the State were taught, was a trifle less than four months. This average has slowly but steadily increased, until last year it reached an average of five months and three-fifths. This year, from the poverty of the people, no doubt, we find a slight diminution—the statistics showing but five and a half months. It should be a source of real gratification, that our people, amid the most oppressive poverty they have ever probably experienced, have so nobly and heroically sustained their schools—and they have doubtless been able to do so, by exercising, oftentimes, the most rigid self-denial. I should repeat my suggestion of last year, that the time required by law for the maintenance of public schools, in order to entitle them to share in the School Fund distribution, be increased from three to four months; but I am persuaded that the people in nearly all the sparsely settled frontier counties are yet too poor to meet this increased demand; and while it should be done at the earliest practicable day—and in due course of time, gradually still farther extended—it would not now, in my opinion, be wise to attempt it. We should all feel for the distresses of the poor, and not place too heavy burthens upon them. The statistics show that no less than six-

teen counties have the past year failed to maintain an average of four months school—and these, as might be expected, are all frontier counties, unless Columbia and Sauk should be regarded as exceptions.

Number of Districts.—The number of school districts in the State which have reported, is 3,538, together with 118 unreported, and 1,611 parts of districts. Last year the number of districts reported were 3,181, together with 188 unreported, and 1,566 parts of districts. The unreported districts are over one-third less than last year, and the reported districts show an increase of 357, and the parts of districts 45. Last year there were 87 parts of districts that failed to make a report; this year but 78. The total number of districts in the State, estimating two and a half parts, upon an average, to a joint district, is 4,331. .

Value of School Houses.—The total valuation of the school house property in the State ten years ago was \$75,810 75; in 1857, \$863,478 49; in 1858, \$1,127,191 69; and now, in 1859, \$1,185,191 78—showing an increase in valuation, since last year, of 58,000 04. The highest valuation of any school house in the State, is one in Milwaukee, at \$20,000; the lowest valuation is one in the town of Scott, in Sheboygan County, at 25 cents. Milwaukee, as already indicated, reports the most costly school house, \$20,000; Janesville one at \$14,000; Kenosha one at \$12,000; La Crosse one at \$10,000; Sheboygan one at \$8,000; Dodge and Winnebago one each at \$7,000; Racine, one at \$6,000; Dane and Grant one each at \$5,000; Jefferson one at \$4,540; Crawford one at \$4,323; Brown and Ozaukee one each at \$4,000; Portage one at \$3,500; Sauk and Waukesha one each at \$2,500; Fond du Lac, Iowa, Juneau, Manitowoc, Richland and Waushara one each at \$2,000; Green and Oconto one each at \$1,600; Columbia, Eau Claire, Jackson and Washington one each at \$1,500; La Fayette one at \$1,400; and Bad Ax and Green Lake one each at \$1,000.

Ten years ago there were 511 school house sites containing less than an acre; in 1857, 2,369; in 1858, 3,060; this year, 3,867. There were, ten years ago, 582 school house sites uninclosed; in 1857, 2,470; 1858, 3,099; this year, 3,301. This would exhibit about one in every five and a half uninclosed—and, as a matter of course, few of these can be provided with shade trees, and other out-door conveniences.

There were, ten years ago, 331 school houses without blackboards; in 1857, 940; in 1858, 1,072; this year, 1,047. With an increase of 357 districts in the State, and 45 parts of

districts, there has been a decided increase in the supply of black-boards. The statistics show but comparatively a few of the school houses supplied with outline maps.

Teachers' Wages.—Ten years ago, the average of wages paid to male teachers per month in the State, was \$15 22 per month, and to female teachers, \$6 92; in 1857, to male teachers, \$24 60, and to female teachers, \$15 16; in 1858, to male teachers, \$27 02, and to female teachers, \$14 92; this year, owing to hard times, we find teachers' wages somewhat reduced, the average paid per month to male teachers being \$22 98, and to female teachers, \$14 29. In Oconto county, the highest average wages were this year paid to male teachers, \$37 20; and in Sauk county the lowest, \$12 34; while in La Pointe county the highest average wages per month were paid to female teachers, \$33 33; and in Portage county the lowest, \$8 87. It will be observed, in the following table, that since 1849, teachers' wages have largely advanced, and especially those of female teachers, who are so well adapted, when properly fitted, for the noble work of imparting instruction to the young :

Years.	Average am't paid Male Teachers.	Average am't paid Female Teachers.
1849,.....	\$15 22	\$6 92
1850,.....	17 14	8 97
1851,.....	17 15	8 35
1852,.....	15 83	8 64
1853,.....	18 17	9 94
1854,.....	18 75	11 00
1855,.....	23 10	12 08
1856,.....	25 38	13 80
1857,.....	24 60	15 16
1858,.....	27 02	14 92
1859,.....	22 98	14 29

School Libraries.—Last year the total number of School Libraries was 1,375, with 38,755 volumes; this year only 1,250 Libraries have been reported, with 41,997 volumes. Thus while we have 125 less Libraries reported this year, they exhibit an increase of 3,242 volumes. In 1857, 19,504 volumes were loaned for reading; last year, 34,104 volumes were taken out; and this year, 51,062—thus showing a gratifying increase in taste for reading. With the improved system of Town School Libraries, with larger collections and a greater

variety of books, we may reasonably calculate on a yet greater demand for books for reading, both by the old and the young, than ever before.

PROGRESS AND ENCOURAGEMENTS.

Thus, we perceive, that Wisconsin, notwithstanding the unequalled pressure of the times, is steadily advancing in her educational interests. The marked improvement in our Normal Schools, and especially the gratifying success which has attended the Teachers' Institutes, under the direction of Chancellor BARNARD, held during the past Autumn, should be regarded as among the most hopeful signs of the times. When teachers are alive to the great importance of their calling, and evince an ardent desire to fit themselves for their high duties, we may be sure the schools throughout the State will feel the beneficial influence which must naturally result from such feelings and such efforts. Last year the total amount paid out in the State for teachers' wages in our Common Schools, was \$334,853 96 ; this year \$536,860 66—exhibiting an increase of over *two hundred thousand dollars* in a single year, which almost staggers belief. Such an increase in expenditure for the maintenance of Common Schools—of which more than two thirds of the whole amount was raised by direct tax—is, in my estimation, highly commendable to the energy, intelligence, and self-denial of our people in such a time of unexampled severity.

THE SCHOOL FUND.

On the 1st of October, 1858, the School Fund proper, after deducting what goes to make up the Normal Fund, was \$2,855,-806 32. On the 1st of October, 1859, after deducting the Normal Fund, we find the School Fund proper amounting to \$2,786,767 03. Of this, there remained in the Treasury, September 30th, 1859, \$32,647 95 ; which deducted from the principal, leaves \$2,754,119 08, productive, drawing interest at the rate of 7 per cent. per annum, which amounts to \$192,-788 34. To this is to be added 25 per cent. of Swamp Land Fund Income on hand, September 30th, 1859, amounting to \$6,717 88 ; and School Fund Income on hand at that date, paid in since the last apportionment, \$45,766 19—thus showing a total of \$245,272 41, *if all the interest should be paid prior to the 5th of March next*, subject to apportionment by the State Superintendent in March ensuing. By the same process, we had \$240,002 11 of School Fund Income which

should have been ready for apportionment in March, 1858 ; but from failures to pay the interest promptly, it fell short some \$70,000, leaving barely \$169,185 28 to apportion, which yielded 65 cents to each child of school age in the State. It may well be doubted if there will be a much larger amount for apportionment next March, than there was last March. If the Legislature should firmly resist all appeals for an extension of the time for the payment of interest, then we might perhaps count on fully \$200,000, or possibly \$210,000, for apportionment. Estimating it at \$200,000, and deducting from this 10 per cent. for Town School Libraries, we should have \$180,000 for apportionment among some 278,871 children, which might give very nearly 65 cents, the same as last year, to each child. But if the bad policy of extending the time for the payment of interest is continued, we could expect no larger proportion of the amount due to be paid in, than was paid in last year ; which would, in round numbers, amount, with what is on hand, to \$174,000—and deducting one-tenth for Town Libraries, we should have \$156,400 for apportioning, or about 56 cents to a scholar.

We find the School Fund proper \$69,039 29 less this year than last. The large amount of School and Swamp lands forfeited to the State, which will this year reach very nearly 400,000 acres, admonish us, that the School Fund, upon which so many of the children of the State rely for all the education they will ever receive, should be guarded with unusual care.—There is great danger of this sacred Fund becoming much farther reduced, from forfeitures of School and Swamp lands. It seems to me, that it behooves the Legislature to examine into the subject, and see if some additional legislation is not demanded, to restrain the counties from imposing excessive taxation on non-resident School, Swamp and University lands. Many, very many, of the forfeitures which occur, result, I am persuaded, from this cause; and thus hundreds of thousands of acres are being thrown back upon the State, after the purchasers have paid the interest for several years, and thus the School, University, Normal and Drainage Funds are diminished, and the annual accruing interest lessened. While I would make no plea designed to benefit the speculator alone, I do feel that any violation, in letter or spirit, of that part of our Constitution which requires that “the rule of taxation shall be uniform,” is unjust towards those who have purchased these lands in good faith, and are annually paying their seven per cent. interest for the maintenance of Free Schools; and permitting counties to impose exorbitant taxes upon non-resident lands of this class, is inflicting a real injury upon the whole

State, and especially upon the poor, by causing the forfeiture of the lands, and the diminution of the several funds, and their respective incomes, set apart for State educational purposes.

I will venture to cite a case in point. In the *State Journal*, of February last, "an unfortunate land-owner," as he termed himself, stated that he held a school section in the town of Bovina, Outagamie county, town 24, range 16, section 16; that it was understood, at that time, there was only ONE settler in the entire township of 36 miles square, and with little probability of the land being required for settlement or cultivation for many years. That the taxes for the year 1857, returned to the County Treasurer, amounted to the sum of \$148 65, and for the year 1858, to the sum of \$85. The first mentioned tax was returned by the County Treasurer to the State Treasurer; and under Chapter 82 of the General Laws of 1856, he added 25 per cent., amounting to \$37 23 — making the tax of 1857, \$185 88. The same course, it was stated, would be followed with the tax of 1858, to which, on the 1st of June, 1859, would be added \$21 25. Assuming these taxes to have been paid on the first of June, 1859, the amount of tax was \$233 65, and the 25 per cent. added, \$68 48, making together \$302 13 — being a charge of \$68 48 on the non-payment of \$148 65 for one year, and \$85 for one day. The aggrieved writer closes his case with this pertinent inquiry: "May I be allowed to ask, if a charge exceeding 12 per cent. per annum, on the loan of money, is designated as usury, what is the proper name of a transaction, such as the above, to which the State is a party?" I have cited this case as one of a large class, as giving a clue to the causes why so large an amount of School, University and Swamp lands are forfeited; and then the excessive county taxes are paid by the State, which eventually comes out of the sacred Funds dedicated to the education of our children. I appeal to the Legislature to give to this subject their careful consideration, and see if a proper remedy cannot be applied, and our educational funds protected from these unjust forays upon them.

By Chapter 201, of the General Laws of 1859, certain penalties imposed for neglect to pay interest when due, were to be remitted; by the operation of which, some fifteen thousand dollars, as was estimated by the Secretary of State, would have been taken from the School and University funds, had not the Commissioners of the School and University lands, for certain reasons which seemed conclusive to them, as they did also to me, declined remitting any penalties under the law in question. It would seem, from the investigations of the Commissioners, that the law was not passed according to the constitutional re-

quirements. It appears to me, that this law, if not null and void, should be promptly repealed. Thousands of contracts are annually made in our State with teachers, relying in good faith upon the punctuality of the State in making the apportionment; but when penalties are freely remitted, we shall find a growing laxity in paying school interest, calculating upon bad precedents for either extension of time, or remission of penalties—and then the consequence is, either a comparatively small amount to apportion, or a postponement of the time of apportionment, either of which works a sad disappointment to the over four thousand school districts in the State, and, if postponed, often causes a failure on the part of the districts to pay their teachers according to contract at the close of their term of service.

In my last year's Report, I took occasion to enter somewhat minutely into the condition of the School Fund, and the sources for its augmentation. Nothing has since occurred that materially affects those statements and conclusions. If our legislators could but fully realize the importance of our Common School educational interests, they would, I am sure, labor more earnestly for the preservation of the School Fund intact, and seek diligently how to increase it. When we bear in mind, that for teachers' wages, libraries, school houses and fixtures, we are annually paying nearly *seven hundred thousand dollars*, or, upon an average, two and a half dollars annually for the education of every child of school age in the State, we begin to comprehend something of the vastness of the educational interests we have at stake. And great as it really is, this, after all, is but a sordid view of the matter, and bears no comparison to that higher view we should all take, of the intellectual advancement and future well-being of nearly three hundred thousand children, whose chief, if not only, reliance is on the Common Schools provided for them.

Whatever tends to permanently increase the School Fund, will, of course, prove a lasting blessing to the educational interests of the State. I think no man can make a candid examination into the condition of our School Fund, which is now actually diminishing in amount, and, in this connection, observe the steady annual increase of children of school age, but must be impressed with the stern, unpleasant fact, that the amount per scholar to be annually apportioned by the State must gradually decrease, unless provision is speedily made for the augmentation of the School Fund.

I doubt not that proper efforts will continue to be made to obtain from the General Government the five per cent. fund so long withheld from the State, and the 140,000 acres withheld

of the original 500,000 acre school tract. These would make quite an addition to the School Fund. The policy of hurrying the school and swamp lands into market at the low prices at which they now rule, is questionable. Might it not be the wiser policy, to materially increase their price, even if it should postpone their sale for a few years? It would be better, it seems to me, that these lands when sold, should be sold only to actual settlers, and whatever excess beyond the present low price is paid for them, should go directly into the educational funds of the State, rather than into the pockets of speculators.

I urged in my former Report, that the 25 per cent. of the net proceeds of the sale of the swamp lands taken from the School Fund and added to the Drainage Fund, be restored to the School Fund. If this could be done—and I think it could, and still leave, as I endeavored last year to show, amply enough for all reasonable drainage purposes—and the swamp lands should be judiciously disposed of, we might safely calculate on an addition of fully one million of dollars to the School Fund, from this source alone—and such an addition, with the present number of children of school age in the State, would add over 20 cents to the present annual apportionment to each scholar.—Once more, and for the last time, do I earnestly plead for its restoration.

It will be remembered, that upon the recommendation of Hon. ROBERT J. WALKER, while Secretary of the Treasury of the United States, during President POLK's administration, an additional section of land, in each township, was granted to the newly organized States and Territories; so that California, Oregon, Washington, Utah, New Mexico, Minnesota, Kansas and Nebraska, have received two sections in each township, double the proportional amount of other Western and South-Western States. I would respectfully suggest to the Legislature, the propriety of memorializing Congress for an additional school land grant, to such of the Western and South-Western States as have received only one section to each township—either an additional section for each township, or such other amount as may be deemed just and proper, provided the General Government has a sufficiency of unsold lands remaining in those several States to meet the object sought to be obtained. I could wish our Legislature would not only send in a single memorial, but continue to memorialize Congress each successive year, until the great purpose should be gained; and also memorialize the Legislatures of other Western and South-Western States, interested in the movement, to invite them to unite in memorializing Congress, and securing concert of ac-

tion on the part of the Western and South Western members in Congress in laboring for this noble object. And such a measure should also include a new land grant to each of our Western and South-Western State Universities—not one of which, possesses scarcely a pittance of the fund it should have, in order to accomplish the great work expected of a live and progressive University. Could such additional grants be secured for the Common School and University Funds of our Western and South-Western States, I feel quite certain that the General Government would eventually be amply remunerated in the improved education and more general intelligence of the thousands and hundreds of thousands of pioneers which these States will yet send forth to settle the plains and valleys of the unnumbered States that are destined soon to spring into existence between our western borders and the Pacific coast.

TOWN SCHOOL LIBRARIES.

On the 8th of April last, I issued a Circular explaining the provisions of the new School Library Law, with my views and hopes of the new system which that law inaugurated. As some additional legislation is required before that law can go fully into effect, it seems necessary to a proper understanding of what has been enacted, and what yet in addition is needed, that some notice of the law itself should be briefly given. I cannot do this to better purpose, than by citing the Circular issued last spring. It is as follows:

“The new School Library Law, recently enacted by our State Legislature, has four prominent provisions, namely:

“1. It provides a permanent Town School Library Fund, by setting apart for this purpose ten per cent. of the School Fund Income, subject to apportionment in 1860, and annually thereafter, together with the proceeds of a special State tax, to be levied each year, of one-tenth of one mill on the dollar valuation of taxable property.

“2. It provides that this Fund shall be set apart specifically for establishing and replenishing *Town School Libraries*.

“3. It provides that the books for these Libraries shall be purchased by public authority, and not by the local School Boards as heretofore.

“4. It provides that an extra number of the State Laws, Journals and Documents, sufficient to supply each Town and City School Library with a set, shall be printed by the State Printer, and delivered to the State Superintendent, and these shall be substantially bound, under the direction of the State

Superintendent, with the approval of the Governor, at a cost not exceeding thirty cents per volume, to be paid out of the School Library Fund.

"The precise manner in which the books shall be purchased and distributed, except that they shall be purchased "by public authority," and "distributed in some just proportion among the towns and cities of the State," is not specified in the act. As the means for the first purchase, can not, from the terms of the law, be collected and ready for use until next Spring, it was thought best not to encumber the act with details, which might have embarrassed and endangered its passage. These details, providing for the selection and purchase of the books, their distribution, and regulations for the management of the Libraries, will be carefully considered by Hon. HENRY BARNARD, the Superintendent of Public Instruction, and Prof. J. L. PICKARD of the Platteville Academy, who have been appointed by the Legislature to make such revision of the School Laws of the State as they may think necessary, and report the same to the Governor in season to be by him submitted to the next Legislature for its consideration. It need only be said in this connection, that every precaution will be taken to guard the interests of the State, and prevent, by every restriction of law, the possibility of swindling or cheating in the contract for the books—for upon the faithful investment of this sacred fund will much of the popularity and usefulness of this law depend.

"There never was a measure involving new and additional taxation, that ever passed the Legislature with such unanimity. The State Superintendent's Report, which strongly urged the Town Library system, was not laid before the Legislature until three weeks before its adjournment; Mr. BARNARD, who had been confidently expected here, and whose personal efforts and experience were greatly counted on in aid of the measure, was detained in Connecticut by severe illness; and the Library law was not introduced until within eight working days of the close of the session, and notwithstanding all these untoward circumstances, this measure—a tax measure, too, in these stringent times—passed both Houses most triumphantly, by a vote of 19 to 3 in the Senate, and 51 to 10 in the Assembly; or in the aggregate, by a vote of 70 to 13. I have no doubt that the men who supported this noble and beneficent measure, will long be remembered with honor and gratitude by an intelligent and appreciating people.

"This School Library Fund will amount to at least \$35,000 annually, and will gradually increase in proportion to the increase of the School Fund Income, and the increase of the taxable property of the State. There will be something like \$18,000

a year from the School Fund Income ; and one tenth of a mill tax on the dollar valuation, on \$175,000,000 of taxable property in the State, as equalized last year, would realize \$17,500,—if the taxable property should be equalized, as it may be, at two hundred millions, then the income from this special Library tax would amount to \$20,000 annually. I should conclude, that the Library Fund will reach not less than \$40,000 a year within the next three years. But estimating it at \$35,000, it would give on an average, to each of the 650 towns and cities of the State \$53 per year in books at wholesale rates ; and deducting the probable *pro rata* for the cities and villages, there would be about \$40, upon an average, to each of the rural towns. Estimating the present population of the State at 850,000, and dividing it by the number of towns and cities, we should have an average of 1,333 persons for each town and city ; and \$40 or \$50 per year in books for this number would appear but a very moderate investment. This amount, though small, will nevertheless afford a respectable beginning for a Town School Library, when we take into consideration that a similar amount will be added annually thereafter.

“A single volume may serve as many as twenty-six persons a year, each having its use two weeks. Many School Libraries have reported twelve times the number of books loaned annually that were in the Library—each volume, upon an average, having been taken out once a month during the entire year. In the reports of the Town Libraries of Indiana, occur such expressions as the following, which will not be lost on the public mind: “Nearly all the books have been drawn out as many as twenty-five times, many of them oftener, and quite a number of the books are not permitted to remain in the Library an hour before they are withdrawn.” Says another: “Our Library is doing more good than anything that has ever been done by the Legislature of this State. Great interest is manifested in it here.”

“I may state as the result of ten years’ experience of the District Library system in Wisconsin, that only about *one third* of the districts have any libraries at all, and those generally so small as scarcely to deserve the name,—averaging less than 28 volumes each,—and hence have utterly failed to fulfill the great mission of School Libraries. That what few books have thus been collected have been procured, at high prices, of book pedlars, and have but too generally related to *Banditti* and *Robbers*, the *Pirate’s Own Book*, and other trashy and injurious works, which could only incite in the minds of children a desire themselves to become desperadoes.

"Had we continued the *District Library* plan in our State, and continued to leave the districts to procure a Library or not, as they might elect, so long would the Library system of Wisconsin, it seems to me, have proved a signal failure; but with the *Town Library* plan, as is in Indiana, Ohio, and Michigan, the State providing the Libraries for each town according to some just system of distribution, carefully selecting books suitable to meet the tastes and wants of all classes of community, replenishing them annually, so as to keep each collection fresh and attractive, we shall have, in each Library, several times the number and variety of books that any District plan could ever possess. For instance, suppose each of a dozen districts in a town was to have ten volumes for a new Library, or for replenishing an old one—the same ten volumes that would be *best* and *cheapest* for one, would be *best* and *cheapest* for all; so that in all the twelve districts there would be, in truth, but *ten* different works; while upon the Township plan there would be a *hundred* and *twenty* different works for the same money. Any one can readily see how much more attractive the larger number would be to both youth and adults; how many more tastes would be gratified, and how much more knowledge would necessarily be diffused among the people. The same amount of money expended on the District plan would, by a judicious State system, purchase fully one-third more volumes, besides securing a vastly better selection, and having the advantage of a uniform and far more permanent style of binding. According to the old District plan, we should always have had small and almost worthless Libraries; by the Township system, we shall soon have large, attractive, and invaluable collections; and instead of only about *one-third* of the State, as is now the case, having a few ill-chosen volumes, every town in Wisconsin will, by the new system, soon have its solid Library of the choicest works to gladden the young minds of our two hundred and sixty-four thousand children, and furnish mental food for our other six hundred thousand people.

"I presume that provision will be made, that should the citizens of any town deem proper, they may sub-divide their Town Library into two or three sections, and have them placed in as many convenient localities for six months or a year, and then interchange these sections with the other localities, and so in due time, the several sections or sub-divisions of the Library would be placed within the convenient reach of every part of the town, thus subserving nearly every facility of the District Library, with the most decided superadded advantages.

"As an instance illustrative of the strong feeling of attachment with which the Township Libraries are regarded where they have been established and tested, and how cheerfully the expense is borne by the people, I cite the following from an excellent address by Prof. READ of our State University: "I will give the substance of a conversation which I had during my recent visit to Indiana, while in the Auditor's Office, examining the most beautiful series of books—the *Indiana School Library*. A farmer from the remotest township of the county came in. After a little, I said to him, 'GENTRY, you are heavily taxed here in Indiana; I have been running away to Wisconsin, where they have no old dead horses in the form of canals to pay for, and no interest to pay on bonds which our sharp-sighted Indiana Commissioners were cheated out of.'—'Well,' said he, 'we *are* heavily taxed, and this year, with our short crops and hard prices, it is as much as we can do in our neighborhood to pay our taxes.' 'But,' I said to him, 'it will be the policy of this Legislature to diminish taxation.' He said 'in all mercy he hoped so.' 'They will begin upon your extravagant school system. Now look at these books—what is the use of them? Do they do a particle of good?' 'Let them,' said he, 'cut off what else they please—let them even cut off the whole school tax beside, *but the books we must have.*' He then told me that the books had done his neighborhood more good, and had produced a greater change in the habits of families, than any other means of improvement which had ever been brought to bear upon the people."

"And so it will be in Wisconsin. The people will never grumble at the School Library tax, if the money is only wisely expended. The tax will be light—one cent on every one hundred dollars, or twenty-five cents on every two thousand five hundred dollars of taxable property. 'Taxes,' remarked that far-seeing statesman, EDMUND BURKE, 'taxes for education are like vapors, which rise only to descend again to beautify and fertilize the earth.'

"Such was the interest of HORACE MANN in the subject, when requested to give an expression as to the value of Town School Libraries for Wisconsin, that though ill, he said he must write a word of good cheer, *as he held the plan to be worth many more times than his life.* GEORGE B. EMERSON, a veteran and distinguished educator of New England, with the zeal of a true philanthropist, urged upon our Legislature the speedy adoption of such a system. 'I congratulate you and the State,' writes HENRY BARNARD, 'that your Legislature has enabled you to inaugurate a true Library policy—altogether in advance, in its practical bearings and completeness, in

time, of anything yet attempted.' It is, indeed, an advance upon the efforts of our sister States, all things considered; for, taking the three States which have adopted the Township system, Wisconsin will raise more money, by nearly one-quarter, than Michigan, besides having the advantage of the State purchasing the books instead of the Township Boards, as is done in Michigan; it is in advance of Ohio, whose Library Fund is provided by imposing the tenth of a mill tax, while ours is raised by the tenth of a mill tax, and one-tenth of the School Fund Income; and it is in advance of Indiana, not in the amount of tax raised, but in the permanency of the system, for in Indiana the Library Law is enacted to be in force only two years, and then has to pass the ordeal of securing a two years' renewal, and thus is subjected to the danger of overthrow by the caprice of the people, or through the mismanagement of those having it in charge. Our Wisconsin Library Law is in advance of all others in providing a copy of all State Laws, Journals and Documents, substantially bound, for each School Library.

"It is a noble and beneficent law; and will yet be regarded, when fully known, and its benefits begin to be realized, as the most important educational measure ever inaugurated in Wisconsin. I confess to cherishing no ordinary feelings of hope and pleasure in view of the unspeakable good that must inevitably result from a judicious expenditure, every twenty-five years, of fully *one million of dollars* for books to scatter among our people—procuring not less than a million and a quarter of volumes of the choicest literature of the age; and I envy not the man who cannot partake of this feeling of hope and joy, in view of the prospective progress and happiness of his race."

As nothing has been done by the Commissioners appointed by the Legislature to revise the School Laws, of course the additional provisions necessary to the proper carrying out of the new Library Law have not been jointly considered by them. I have, however, had considerable interchange of views with Chancellor BARNARD upon the subject, in a general way; and in these, I believe, we coincide. As this Library Law is justly regarded by all friends of education, in and out of the State, as a decided step in advance of all our sister States, and as unquestionably the most important educational measure ever adopted in Wisconsin, I feel an unusual anxiety that so beneficent a measure should be carried into effect under the most favorable auspices.

1. *Who should select and contract for the books?* I said to many members of the last Legislature, to Chancellor BARNARD

NARD, Hon. A. J. CRAIG, and others, in conversation, several months ago, and repeatedly since, that, in my opinion, it would be unwise to confide this power and responsibility to the State Superintendent alone, however good a judge of books he might be, and however pure and above suspicion might be his reputation. It would be next to an impossibility, for any one man to have the selecting and contracting for from thirty-five to fifty thousand dollars worth of books in a single year, without exciting the ire and jealousy of those publishers whose books were not selected, or whose terms in competing for the contract were, in their estimation, either overlooked or overslaughed; and hence would arise, as has frequently been the case, first innuendoes and finally grave charges, that bribery had been resorted to by the more successful book-mongers to circumvent their competitors, and accomplish their purpose. Such things, though they might not be generally believed, would nevertheless exert an unfavorable effect upon the Superintendent's influence, and often prove exceedingly annoying to him.

Let two persons be associated with the State Superintendent to determine the books to be purchased, the style of binding, and make the contract for them. These persons should be men of the highest intelligence, possessing a thorough knowledge of books, and such a reputation that the people of the whole State would feel that their dearest interests were confided to safe hands. Thus would the State Superintendent, whose duties are always numerous and onerous, be partially relieved from a heavy responsibility, and have the benefit of able advisers and assistants in carrying successfully into effect a measure fraught with untold blessings to our people. With three such Commissioners to manage the whole subject of School Libraries, including the selection of the books, their binding, contracting for them, directing their distribution, and providing rules and regulations for the management of the Libraries, I do not see any reason to distrust their successful administration of this important trust. But, I would repeat, the two persons thus associated with the State Superintendent, should be men thoroughly acquainted with books, and deeply imbued with a sense of the great responsibility of selecting only such books as would tend to benefit the heads and the hearts, the morals and intelligence, of their hundreds of thousands of readers; and, above all, men whose reputation for integrity would everywhere give the assurance, that no favoritism would be practiced by them in purchasing the books, and that the real interest of the State would be invariably consulted. Let it be said of them as was said by the venerable Chief Commissioner of Primary Instruction in Holland of

another class of educational officers: "*They are men who ought to be sought for with lantern in hand.*" With good and suitable men for this position, everything that the friends of the measure and the friends of education hope for, will be secured; but with an unfortunate selection, suspicions may be excited, and this noblest measure ever enacted by the State, imperiled, if not destroyed.

2. *How should these men be selected?* Either designate the Governor of the State, and Chancellor of the State University, as *ex officio* the proper persons; or select two persons, as the Regents of the University are selected, by joint convention of the Legislature, to hold their offices, after the first election, for a term of six years—at the first election, the two chosen to draw lots, one serving three, and the other six years. If two were thus chosen, pay adequate to the actual services rendered, should necessarily be provided; but being paid, they would unquestionably feel the necessity of really *doing the work* confided to, and expected of them; while *ex-officio* members, with their already multiplied official cares and duties, might not be able to bestow upon the subject the additional labors and responsibilities necessary. Besides, there would be an important advantage in having two of the three Commissioners serving long terms, so when there should be a change in the office of State Superintendent, still the experience and settled policy of the Board would not be likely to be hastily or inconsiderately changed or ignored.

3. *How should the books be purchased?* In briefly discussing this question, I must necessarily speak of the mode of their distribution. During my personal visit last year to Superintendents of Public Instruction, and other prominent educationists, in the Western, Middle and Eastern States, and Canada West, I made this subject a matter of special inquiry. When the State supplies School Libraries, the more common mode of procuring the books, after they have been selected, is by contracting with some individual or firm to supply the whole, uniformly bound, at prices mutually agreed upon, or upon the lowest bid; or, as has recently, and I think wisely, been done by Ohio, upon the *best bid*, all things considered. The *lowest* bid is most generally the dearest in the end, as when a large contract is secured by a ruinous bid, the loss that would accrue by an honest fulfillment of the terms of the contract, is avoided by 'the tricks of the trade,' and profits, almost as if by magic, are realized instead of losses.

Indiana made her large purchases for her Town School Libraries by contracting on the lowest terms; then the proper number of volumes were assigned to each town. In Canada

West, under the direction of the learned and able Hon. EDGER-TON RYERSON, the books are purchased in suitable quantities direct from the several publishers in Great Britain and America, and a large Depository constantly kept at Toronto, under the supervision of the Superintendent of Public Instruction and the Provincial Board of Education. A catalogue is made out and printed of all the books in the Depository, with their cost prices, and these catalogues sent out to the towns and districts, for the use of the local boards, from which to make their selection, to the amount in value to which they may be entitled. As all the books in the catalogue have been selected with great care, and been approved by the Superintendent and Board of Education, of course the local boards cannot well make a bad selection, unless perchance they should fail to secure the proper variety to suit the various tastes of the community for whose benefit they were designed.

In a country like ours, the people, the great source of power, like to be freely consulted. Hence I am persuaded, that we should strive, if possible, to adopt a system that will most directly *come home to the people themselves*. While I would give the School Library Commissioners large discretionary powers to make the *best* contract, and in the manner which to them might appear, all things considered, the best for the State, I would be strongly inclined to favor this mode of purchase and distribution :

Give the Commissioners optional authority to contract, on the *best terms*, for the books for each year, uniformly and substantially bound, or to purchase them *in sheets* of the respective publishers, and have them uniformly bound by contract on the best terms. Then let the Commissioners have a Depository, prepare a catalogue of the books properly arranged according to subject, with the wholesale cost price, including freight to Madison, together with a brief description, in connection with each book, of its character ; and then let the proper officers of each town and city having the matter in charge, select the amount in books to which their town would be entitled, from the catalogue thus furnished them ; and as new purchases would be made each successive year, let new catalogues be prepared and sent out to the several towns and cities.

This year the tenth of a mill Town Library tax, amounts in the aggregate on the \$168,620,233 70 of the equalized property valuation of the State, to \$16,862 02. It will be hardly reasonable to suppose, that the whole of this amount will be promptly collected. Add to this amount, one tenth of the School Fund Income, which will be likely to reach from \$17,000 to \$20,000, and we shall have altogether not to exceed \$35,000

for the purchase of books for School Libraries next spring. To give the towns, or such of them as might wish to do so, the privilege of selecting from the catalogue their portion of the \$35,000 worth of books to supply the whole State, would render it necessary to have a larger supply on hand than the \$35,000 would purchase. To illustrate this point: Suppose a person had an order on a book-seller for one hundred dollars' worth of books, and that that book-seller had only one hundred dollars' worth on hand, then the person having the order would have no chance for selecting what he might wish, but must take the lot just as he finds them; but if the book-seller had one hundred and fifty dollars' worth of books on hand, and all were good and standard works, then there would be an opportunity for a choice. So if the State invests no more than the precise amount which may be on hand next Spring for books for School Libraries, then there can be no chance whatever for the towns and cities to exercise any choice in the selection. To meet this exigency, let the Commissioners in contracting for the books, whether from the several original publishers, or from a single individual or firm, purchase say one-third or one-half more in value, and consequently in variety, than the School Library funds would then pay for, and this excess be contracted to be paid for the following spring; and thus this plan of over-lapping each successive year could be kept up, as long as it might be deemed desirable, without necessarily incurring therefor any additional expense to the State whatever—for publishers generally will gladly make fair terms to secure so large and reliable patronage. As all the books purchased should be of a character calculated for permanent usefulness, what remained over, after the selections of the year had been made by the towns and cities, would go towards making up the collection for the ensuing year.

The School Library Commissioners should give bonds for the faithful performance of their duties, in such amount as the Legislature should deem proper; and all their acts, contracts and vouchers should undergo a rigid examination annually by the Joint Committee of the Legislature for the investigation of the several State Department.

With such Commissioners, such powers, and such a plan for selecting, purchasing and distributing the books, with authority to make the necessary rules and regulations for the management of the Libraries, I should confidently look for the triumphant success of our noble Town School Library system. Then make the Town Board of Supervisors, and City Boards of Education, the local boards for having charge of the Libraries for their several towns and cities, with power to divide

the Libraries into two or three sections, and alternate their localities, if the people could thus be better accommodated than by having the whole kept together in a single collection ; and with power also, to appoint the Librarian or Librarians, and when necessary, to designate some small remuneration for keeping the Libraries open at least one half day in each week, to be paid by the Town, or by a cent tax imposed for the use of each volume taken from the Library, or by penalties for over-keeping the books, or from all these sources together.

As to the "just proportion" in which the books should be distributed to the several towns and cities of the State, I do not believe that a better plan can be adopted, than to apportion *pro rata* the amount to which they would be entitled according to the number of children of school age, in the same manner, and upon the same statistical returns, as the annual apportionment is made of the School Fund Income. This, it seems to me, will be alike simple, just, and satisfactory to the people.

Provision should be made, authorizing such districts as see proper to do so, to vote their existing district libraries gratuitously to the town, to be added to the Town Library.

The remaining sections of the School Law relating to District Libraries, should be repealed ; and should School Library Commissioners be appointed or elected, to them should be confided the duty of procuring the binding of the State Laws, Journals and Documents already provided by law for the Town Libraries.

Having briefly presented this subject in all its bearings—a subject, permit me to add, to which I have given more than common thought and attention, profoundly impressed with the vast influence it is calculated to exert on the future intellectual well-being of the State—I earnestly entreat for it that consideration from the Legislature which its nature and importance so imperatively demand.

TOWNSHIP SYSTEM OF GOVERNMENT.

I devoted several pages of my former Report to the subject of substituting the Township System of School Government for our present arbitrary, inefficient and troublesome district system. My convictions of the propriety of this change are so decided, that I beg once more to call the respectful attention of the Legislature to the subject. If the change was calculated to impose any additional expense upon the people, I should not, in times like these, deem it either wise or impolitic to urge

its adoption. The Township system has been adopted and works admirably in Indiana, Pennsylvania and Ohio; and has been warmly urged in Massachusetts, by those three able successive Secretaries of the Massachusetts Board of Education, HORACE MANN, BARNAS SEARS, and GEORGE S. BOUTWELL, and some progress has been made in securing this better system in Massachusetts and Connecticut.

I do not now propose to go again into a lengthy argument upon the subject; but wishing that the matter may *be kept prominently before the people*, even if the Legislature should not deem it advisable to act upon it at present, I will venture to repeat the deductions of my former argument:

Such a system of Township school government, with the abrogation of the district system, would produce, among others, the following beneficial results, viz:

1. The provision of the Constitution of our State, which requires "the establishment of district schools as nearly uniform as practicable," would, by constituting the Township as the district, be more fairly carried out; and hence the State School Fund income would be much more equally distributed than it now is.

2. Taxation for school purposes would be better equalized, for, under the present district system, the people of some districts, owing to the smallness of both their numbers and taxable property, pay two or three times as much as their neighboring wealthier districts, and get no more—often much less in quantity and value, for it; and in joint districts, the several parts composing them, are, from the necessity of the case, very unequally taxed.

3. All the primary schools of the town would be held the same length of time, thus producing an equality of school privileges which does not, and cannot, exist under the old district plan; for instances are not wanting in our State, where a poor and weak district, with great difficulty, and heavy taxation, manages to maintain a three months' school, and that kept by a cheap and perhaps almost worthless teacher; while the adjoining wealthy district, with comparatively light taxation, easily sustains a ten months' school, with an able and successful teacher. This is exceedingly unequal, and bears heavily and unjustly upon the poor, and fails to carry out the heavenly injunction, "Bear ye one another's burdens."

4. By the Township plan, there would be a juster distribution and equalization of teachers, suitable to the several localities; and less of the favoritism practised, as under the present

district system, in employing relatives to teach the schools—for in a Town Board of only three members, there would be less opportunity of practising it than by the present half a dozen to a dozen District Boards in the town.

5. There would be more uniformity and adaptation in school-houses; for they would be built economically, by the lowest and best bidder, and not, as is now too often the case, by one or more members of the District Board, on pretty much his or their own terms; and such localities as now neglect to provide good, comfortable school-houses, would have them provided for them, and the children of such stingy, miserly souls would no longer suffer for a suitable place in which to acquire an education, which would be worth vastly more to them than all the wealth, without it, which their ignorant and niggardly parents could ever heap together.

6. It would not only be a far better, but a far cheaper system to maintain, lopping off the weak, inefficient and worthless schools, and dividing the larger and unwieldy ones; lessening the number of officers, as the Town Board of three officers would perform all the necessary school duties of the town, and do it cheaper and better than the half a dozen or more local Boards of at least six times as many officers; and instead of selecting eighteen or more persons in a township, as is now the case, for these local boards, the people would select three of the *very best and most efficient* for the Town Board. Here would be a great saving of expense, and the objects sought more equally obtained, better in quality, and far more useful to the people.

7. By abrogating the district and joint district system, we should be doing away at once with one of the most fruitful sources of troubles, wranglings, contentions, and petty jealousies, incident to the district system; and would, at the same time, put an end to that greatest bane of the system, the constant ensmalling of districts, to gratify whims and caprices, and oftentimes to adjust an angry controversy, thus steadily lessening the ability of such dismembered districts to either employ a good teacher, or maintain a school even the legal requirement of three months.

8. It would give to the people all over the State the perfect freedom, while taxed in their own town, to send their children to any public school, without regard to district, township, or county lines—thus, in the enlightened spirit of progressive legislation, doing away with an oppressive restriction already too long and too patiently borne by the people, and which has

only been productive of inconvenience, injustice and inequality, and deprived many a worthy tax-paying family of invaluable school privileges.

9. While the primary schools generally cannot well be graded, and but little effected in the way of properly classifying the pupils, yet under the Township system, each town containing a specific number of inhabitants, or a certain amount of taxable property, or both, could have its Central Graded High School, free to all of a certain age, say between ten or twelve and twenty years of age—this Central School to be kept in session ten months in each year. With such a Graded School in each town, for the more advanced youth, the accruing benefits would be of so decided and general a character, that the plan could not but meet with the most universal favor.

10. And lastly, but not least in importance, by this Township system, females—who, by their proverbial love and affection for children, by their patience and long-suffering, and by their thousand winning ways, are so peculiarly adapted by their Creator as the natural teachers of the young—could be employed in nearly all the primary schools, leaving only the Central High School to be provided in part with male teachers; and thus would the same amount of money now expended in a majority of towns in the State, employing for the same district a male teacher a portion of the year, and a female another, furnish to the people fully *one-third* more, and vastly better adapted instruction for the young.

Some such system as this, must, from the very necessities of the case, sooner or later commend itself to the practical good sense of our people. When *they* demand it, as they will, then it will be readily and gracefully adopted. And then, I doubt not, that the people of Wisconsin, like those of Indiana, will only wonder that its very simplicity, economy and admirable adaptation to their very wants, had not long ago made a favorable impression upon their better judgment.

OTHER NEEDED REFORMS.

In my former Report, I favored the adoption of the system of County Superintendents, the formation of a State Board of Education, the procurement of accredited works on School Architecture for each town in the State, the authorization of the State Superintendent to issue Educational Tracts, and a change of time for electing the Superintendent, with an increase of his term of service. I still favor those several mea-

tures, though I do not say it would be advisable to adopt them all at present. The County Superintendency, though great good would, as I firmly believe, grow out of it, yet as it would be attended with considerable expense, I should hardly think it wise to press such a measure in these times of pecuniary stringency. As to the great and pressing need of works on School Architecture—relating to a matter concerning which so much of the people's money is not only wasted, but absolutely devoted to the erection of charnel-houses for their children—I trust the new School Library Law, if wisely administered, will make the necessary provision for this great public want.

NULLIFYING THE SUPERINTENDENT'S DECISIONS.

Last year I pointed out the fact, that Town Superintendents, and Town Clerks, sometimes assumed the prerogative of disobeying the decisions and orders of the State Superintendent; and to meet such cases, section 7th of chapter 203 of the General Laws of 1859 was enacted. There has since occurred a case wherein a majority of a District Board have utterly refused to obey a decision of the State Superintendent in an appeal case—thus virtually nullifying his decision, though the laws declare that all such decisions “shall be final and conclusive.” A still further amendment to section 89 of chapter twenty-third of the Revised Statutes is necessary, making it the duty of the Town Superintendent to remove from office any member of a District Board who may be guilty of refusing to carry into effect any decision or order of the State Superintendent, and that such person or persons so removed shall not be eligible for re-appointment.

TRAVELING OF STATE SUPERINTENDENT.

During the past year, the following counties have been visited by the State Superintendent or his Assistant, and addresses generally delivered, in one county at two different points, and in another at three—namely, Dane, Columbia, Green Lake, Milwaukee, Portage, Richland, Rock, Sauk, and Waushara.

NEW EDITION OF THE SCHOOL CODE.

Such was the demand for School Laws, that soon after the adjournment of the last Legislature, a new edition was prepared, including all the amendments and additions enacted at the

last session, and a large number of them have been sent to the several school officers in need of them. Some of the frontier counties had never before had a single copy, and their school officers were greatly at loss to know how properly to discharge their duties, and secure for their districts the benefits and privileges of our system of Free Schools. I found what appeared to me sufficient authority to prepare such revision and order its printing, in Section 64, Chap. 10, and Section 99, Chap. 23, of the Revised Statutes; and in the law relating to Public Printing, which clearly implies that the head of each State Department is expected to judge of the special printing necessary for his particular Department. And added to all this, the pressing necessities of the case seemed to justify the printing of a new edition, even had the provisions of law been less specific in authorizing its publication.

WEBSTER'S UNABRIDGED DICTIONARY.

The 600 copies of *Webster's Unabridged Dictionary*, authorized, by the last Legislature, to be purchased by the State Superintendent, with the consent and approval of the Governor, were obtained of the publishers, who consented to furnish the new illustrated, Pictorial edition, on the same terms as the less valuable edition formerly supplied to the State. They came in good order, and, I believe, have given the highest satisfaction to all the districts receiving them.

The distribution of the Dictionaries on hand has been made to the towns and counties in the subjoined list, in the order of their application :

<i>Bad Ax.</i> —Harmony 4; Union 8; Bergen 8; Greenwood 4; Clinton 8; Whitestown 2; Hamburg 2; Forest 4,.....	25
<i>Brown.</i> —Holland 2; Glenmore 8; New Denmark 4; Rockland 4; Howard 4, 17	
<i>Buffalo.</i> —Belvidere 1; Maxville 8; Cross 8; Alma 8; Naples 4,.....	14
<i>Cahmet.</i> —Harrison 5; Rantoul 2; Brillion 2,.....	9
<i>Clark.</i> —Pine Valley 8; Lewis 2,.....	5
<i>Columbia.</i> —Columbus 8; Lowville 2; Scott 2,.....	7
<i>Crawford.</i> —Freeman 7; Scott 12; Wauzeka 6,.....	25
<i>Dane.</i> —Berry 1; Dunn 1; Perry 8; Burke 1; Black Earth 2; Madison 2, 10	
<i>Dodge.</i> —Beaver Dam 1; Chester 1; Le Roy 1; Portland 1; Ashippun 1; Westford 1,.....	6
<i>Door.</i> —Gibraltar 4; Liberty Grove 1,.....	5
<i>Douglas.</i> —Superior 2,.....	2
<i>Dunn.</i> —Dunn 5; Spring Brook 5,.....	10
<i>Eau Claire.</i> —Bridge Creek 2; Halfmoon 4,.....	6
<i>Fond du Lac.</i> —Rosendale 1; Spring Vale 1; Forest 1; Eldorado 1; Fond du Lac 6; Oacoola 5; Metomen 2; Alto 2; Byron 2,.....	21
<i>Grant.</i> —Potosi 8; Blue River 8; Clarno 2,.....	8
<i>Green.</i> —Jefferson 5; Monroe 5,.....	10
<i>Green Lake.</i> —Seneca 4; Green Lake 1; Berlin 8; Markesan 1,.....	9

<i>Iowa</i> .—Mineral Point 3; Mifflin 3; Linden 2; Waldwick 3; Pulaski 7,.....	18
<i>Jackson</i> .—Irving 3; Hixton 3; Northfield 2; Bristol 7,.....	15
<i>Jefferson</i> .—Aztalan 3; Jefferson 1; Concord 2,	6
<i>Juneau</i> .—Lemonweir 1; Germantown 4; Seven Mile Creek 4; Lindina 2; Armenia 2,.....	18
<i>Kewaunee</i> .—Carlton 4,.....	4
<i>Kenosha</i> .—Kenosha 7,.....	7
<i>La Crosse</i> .—Jackson 3; Holland 4; Onalaska 4; Farmington 4; Bangor 4, 19	
<i>La Fayette</i> .—Belmont 4; Center 2; New Diggings 1; Argyle 3; Wiota 3; Benton 1,.....	14
<i>La Pointe</i> .—La Pointe 1,.....	1
<i>Manitowoc</i> .—Two Rivers 3; Mishicot 5; Gibson 1; Cooperstown 4; Frank- lin 5,.....	18
<i>Marathon</i> .—Mosinee 1; Jenny 2,.....	3
<i>Marquette</i> .—Buffalo 3; Springfield 4; Oxford 1,.....	8
<i>Milwaukee</i> .—City of Milwaukee 12,.....	12
<i>Monroe</i> .—Portland 10; Angelo 4; La Fayette 4; Adrian 2; Tomah 5; Ridgeville 4,.....	29
<i>Oconto</i> .—Marinette 5; Stiles 3,.....	8
<i>Outagamie</i> .—Hortonia 2; Medina 1; Appleton 2; Embarras 2,.....	7
<i>Ozaukee</i> .—Cedarburg 1; Fredonia 1,.....	2
<i>Pepin</i> .—Waubek 4,.....	4
<i>Pierce</i> .—Diamond Bluff 1; Trimble 4; Greenwood 3; Perry 2; Pleasant Valley 3,.....	18
<i>Polk</i> .—Alden 3,.....	3
<i>Portage</i> .—Stevens Point 12; Amherst 4; Almond 6; Stockton 8; Lanark 5; Buena Vista 5,.....	40
<i>Racine</i> .—Racine 4; Burlington 2,.....	6
<i>Richland</i> .—Rockbridge 2; Marshall 4; Dayton 8; Eagle 6; Henrietta 5; Akan 2; Bloom 4; Richland 6; Buena Vista 2; Sylvan 6; Westford 6; Willow 6,.....	56
<i>Rock</i> .—Harmony 1; Newark 9; Beloit 2; Clinton 1; Rock 1,.....	14
<i>St. Croix</i> .—Ceylon 2; Hudson 2; Erin Prairie 3; St. Josephs 1; Hammond 4; Richmond 3; Somerset 1,.....	16
<i>Sauk</i> .—Woodland 2; Freedom 5; Fairfield 1; Baraboo 1,.....	9
<i>Sheboygan</i> .—Mitchell 2; Herman 1; Plymouth 1; Lima 2,....	6
<i>Trempeleau</i> .—Preston 4; Arcadia 1; Trempeleau 5,.....	10
<i>Walworth</i> .—Sharon 12; Linn 2; Delavan 2,.....	16
<i>Washington</i> .—Hartford 4,.....	4
<i>Waukesha</i> .—Oconomowoc 2,.....	2
<i>Waupaca</i> .—Iola 2; Scandinavia 5; Weyauwega 5; Lind 3; Union 3,.....	18
<i>Waushara</i> .—Oasis 3; Bloomfield 3; Hancock 7; Deerfield 2,.....	15
<i>Winnebago</i> .—Winchester 2; Oshkosh 2; Algoma 1,.....	5
<i>Wood</i> .—Dexter 3,.....	3
Total ,.....	613

Supt. of Pub. Instruction in acc't with State of Wisconsin.

1859.		Cr.	Dr.
Feb. 7th.	To Dictionaries on hand at the settlement with Inves- tigating Committee of the Legislature,.....		7
Aug. 1st.	Dictionaries purchased as per act of Legislature, ap- proved March 17, 1859,.....		600
"	Dictionaries returned from Kenosha County,.....		6
	Distribution of Dictionaries as above (613) as per vouchers in the office of this Department,.....	613	
Total ,.....		613	613

According to the best data of this Department, as given in my last year's Report, not very far from 3,250 Dictionaries had then been distributed, and now 607 others, not reckoning the 6 returned copies which have already been once counted as distributed, and we have a total of 3,807 copies distributed to the several cities and districts of the State. All the copies the State has ordered have been distributed; and there are now applications on file for something like seventy-five copies. Many other districts must be unsupplied, as there are in the State, as shown by the statistical returns referred to in the early part of this Report, not less than 4,331 districts in the State, estimating two and a half parts upon an average to a joint district. This would show 484 districts yet unsupplied; and as new districts are constantly multiplied, and each separate department of a public school is entitled to a copy, it is evident that sooner or later, quite an additional supply will be required. Probably 200 copies might answer for the ensuing year.

OUR FREE SCHOOL SYSTEM, THE HOPE OF OUR COUNTRY.

There are four millions of students, and one hundred and fifty thousand teachers, in the public schools of the United States; or one student for every five free persons. In Wisconsin, with a population of 900,000, we have about 175,000 children attending our Free Schools—or one to every five of our population. In Great Britain there is one student for every eight persons; in France, one for every ten. But Prussia exhibits the largest number in school attendance, and consequently the smallest number who can neither read nor write. In the Prussian standing army of one hundred and twenty-six thousand men, but two soldiers are unable to read; and of two millions and nine hundred thousand children between the ages of seven and fourteen at the last census, two millions and three hundred and twenty-eight thousand were actually attending the public schools. We need here in Wisconsin to take shame to ourselves when we are reminded, that at the census of 1850, out of a population of 805,000, we returned 6,453 persons, over the age of twenty years, who could neither read nor write; and I have been assured by Mr. MAGRAW, the Prison Commissioner, that there are not more than half a dozen inmates in our State Prison who have any claims to scholarship, the great mass being sadly ignorant and depraved. When the census is taken next year, if we have made no improvement, we shall have placed upon the records of the nation the humiliating fact of from *eighteen to twenty thousand* persons, over the age of twenty, unable to read or write. I trust the number may not

prove so large. If we do justice to our children, and afford them every possible means of intellectual improvement within our power, we may feel assured that the time is not far distant, when there will be found within our borders few or none so unfortunate as to be classed among the totally illiterate.

Our Free Schools are emphatically the hope of our country. The knowledge they will impart, with their constantly improved methods, and a higher standard of education, will give to the next generation a power for good, which few are now willing to concede, or hopeful enough to anticipate. And above all, do I delight in the beautiful belief, that the struggling children of poverty of to-day, who are wending their way through swamps, and fields, and storms, and difficulties, poorly clad without, but animated by manly hearts and noble impulses, and firmly bent on the high resolve *to acquire an EDUCATION*—that these noble youth, hungering and thirsting after knowledge, will, a few years hence, wield the destinies of our country, and prove a blessing to millions of our race. A visitor going into a Free School in Boston during a recent half-year examination, observed two fine looking boys, one of whom had just taken the first prize, and the other the second. Said the teacher, "The boy who took the first prize is the son of the man who saws my wood ; the boy who took the second, is the son of the Governor of our State." And such must ever be the legitimate results of the Free School system, placing the high and the low, the rich and the poor, upon a common level—where unconquerable devotion and intrinsic worth, however humble or however poor, alone secure the prize.

CHANCELLOR BARNARD'S SERVICES.

First and foremost in this great work of providing a better education for the masses of the people, and, like Saul, the son of Kish, a head and shoulders above all his fellows, is HENRY BARNARD. He comes to us ripe in educational experience, and is devoting, with unflagging energy, the best years of his life to the honor and glory of Wisconsin. In the marked success which has attended the series of Teachers' Institutes held at various points in our State during the past Autumn, we have the strongest assurance for the future. Our Normal Schools, our Teachers' Institutes and Teachers' Associations—these all-important agencies in elevating the character of Free Schools—will all feel the genial influence of his persuasive instructions, and the moulding power of his zeal, his talents, and his genius.

With such a leader, all should feel proud to follow ; and for

such an educator, all untiring, as he is, in devising plans for the attainment of a yet higher standard of intellectual improvement, we should all—legislators, school officers, teachers and people—feel it alike a pleasure and a duty to strengthen his hands, and encourage his efforts.

CONCLUSION.

About retiring forever from the position of Superintendent of Public Instruction, I cannot but flatter myself that some progress has been made, during my two years' term of service, in the great cause of primary education in Wisconsin. During that period, there has been an increase of 37,326 children of school age; of 620 school districts; of 272 school libraries, and of 13,869 volumes; and the average for the two years of the number of volumes taken out for reading is considerably more than twice the number taken out the year preceding. The increase of expenditures on school house property has been over \$321,000; and an increase of not less than \$250,000 has been paid alone for instruction in our primary schools; while the total expenditure for the past two years, for school houses, fixtures, libraries, and instructional purposes has exceeded the sum of *one million, two hundred and fifty thousand dollars*.

There have been, during the two past years, two editions of the School Code prepared and published, and fully 9,000 copies supplied to school officers; 1,164 copies of Webster's Unabridged Dictionary distributed to the districts; not less than 5,000 business letters answered; nearly a hundred appeal cases considered and decided; many thousand circulars and blanks sent forth to every part of the State; the opinions and decisions of the Department for the first time published, and given regularly in the columns of the ably-conducted and valuable *Wisconsin Journal of Education*; and, in repeated instances, State school moneys saved to towns by kindly pointing out errors in their returns, and patiently urging their correction.—Hundreds, if not thousands, of district difficulties have been amicably adjusted, and the cause of education thereby promoted. Several important amendments to the School Code have been secured; and last, though not least, a new School Library system adopted, that has called forth the highest commendations of the wise and the good in almost every part of the Union—a system that must prove an unfailing source of untold usefulness and happiness to the noble army of youth, and “the toiling millions,” of our State, for all coming time. The business of the office has been systematized, and attended to promptly; so that, according to the testimony of the Joint In-

vestigating Committee, "a new order of things has been established from that heretofore found in the management of the Department."

So far as I know, no just complaints or accusations have been made, that the appropriate business of the Department has ever been neglected, or partiality or prejudice exercised in giving opinions, or rendering decisions. Whatever complaints have been made against me, relate to reforms and improvements which I have, from time to time, felt it my duty to urge in behalf of the great cause of primary education; and for contending also, earnestly for moral, and as earnestly deprecating sectarian, instruction in our public schools; and pleading for the sacred preservation of the School Fund, consecrated to the education of our children. In view of these things, I feel like adopting the eloquent and touching language of BURKE: "No! the charges against me are all of one kind—that I have pushed the principles of general justice and benevolence too far—further than a cautious policy would warrant, and further than the opinions of many would go along with me. In every accident which may happen through life, in pain, in sorrow, in depression, and distress, I will call to mind this accusation, and be comforted."

LYMAN C. DRAPER,

Sup't of Public Instruction.

MADISON, Dec. 10th, 1859.

TABULAR STATEMENTS.

TABLE NO. 1.

TABLE No. I.
SHOWING AMOUNT OF INCOME APPORTIONED.

Counties.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.
Adams.....	.....	.....	\$48 50	\$285 84	\$748 82	\$1,883 90	\$2,841 02	\$1,461 00	\$1,458 84
Bad Ax.....	\$38 08	\$162 72	204 75	452 88	715 64	1,141 00	1,464 54	1,869 75	1,958 92
Brown.....	757 71	722 40	706 95	1,118 12	1,389 48	1,468 60	2,005 74	3,247 50	3,056 64
Buffalo.....	.....	.....	.....	.....	.....	175 00	125 40	119 25	456 82
Calumet.....	191 08	278 60	310 95	642 96	858 18	968 70	1,026 96	1,491 75	1,404 80
Chippewa.....	.....	.....	.....	.....	62 79	123 90	219 12	103 50	172 16
Clark.....	.....	.....	.....	.....	.....	.....	47 52	64 50	116 48
Columbia.....	1,213 56	1,476 96	1,537 55	3,191 04	4,237 52	4,578 70	4,761 90	5,917 50	5,687 68
Crawford.....	152 97	188 16	191 25	485 28	613 41	912 80	1,240 80	1,691 25	1,788 16
Dane.....	2,787 11	3,272 16	3,597 85	6,567 12	7,841 50	8,312 50	7,979 40	10,850 00	9,652 48
Dodge.....	3,214 80	3,322 56	3,414 60	6,212 16	8,063 68	8,485 40	8,855 70	9,884 75	9,816 96
Door.....	.....	.....	.....	.....	.....	.....	.....	120 75	214 40
Douglas.....	.....	.....	.....	.....	.....	45 50	.....	.....	111 86
Dunn.....	.....	.....	.....	.....	.....	.....	180 18	315 75	269 92
Ken Claire.....	.....	.....	.....	.....	.....	.....	.....	261 75	368 40
Fond du Lac.....	2,183 88	2,504 16	2,652 46	4,595 04	5,837 05	6,849 06	6,667 32	8,549 25	7,646 16
Grant.....	2,527 78	2,780 64	2,813 40	4,868 08	5,981 95	6,246 10	6,583 84	7,854 00	7,046 40
Green.....	1,863 98	1,945 60	1,853 55	3,211 92	3,858 36	4,076 10	4,022 04	5,079 75	4,659 20
Green Lake.....	.....	.....	.....	.....	.....	.....	.....	.....	2,942 72
Iowa.....	1,190 18	1,868 16	1,723 95	3,063 60	3,698 97	3,659 60	3,905 22	5,064 75	4,634 64
Jackson.....	.....	.....	.....	.....	107 87	133 00	.....	494 25	625 92
Jefferson.....	2,555 17	2,788 40	2,805 80	5,022 72	6,262 22	6,087 20	7,702 20	9,780 00	7,173 12
Juneau.....	.....	.....	.....	.....	.....	.....	.....	1,746 75	1,815 68
Kewaunee.....	.....	.....	.....	.....	.....	.....	81 84	430 50	811 52
Kenosha.....	1,951 96	1,868 64	1,793 25	3,019 68	3,629 74	3,322 90	3,074 94	3,708 75	3,268 88
La Crosse.....	24 39	11 04	150 80	802 40	660 10	868 20	1,124 66	1,741 50	1,866 60

La Fayette.....	1,431 57	1,934 80	1,999 80	3,378 96	4,219 81	3,970 40	4,079 46	4,933 00	4,544 00
La Pointe.....	85 88	415 20	571 50	1,233 36	1,995 59	2,702 00	3,340 92	4,815 75	23 68
Manitowoc.....	.....	.....	.....	23 04	74 86	67 90	140 58	137 25	4,438 20
Marathon.....	.....	.....	.....	.....	.....	.....	.....	.....	214 40
Marquette.....	778 55	1,333 44	1,279 80	2,593 44	3,635 88	8,721 20	4,013 46	4,944 00	1,761 92
Milwaukee.....	4,998 55	4,972 80	5,047 65	9,128 88	10,576 09	10,459 40	10,311 84	13,453 50	12,501 12
Monroe.....	.....	.....	.....	.....	.....	354 20	677 16	1,415 25	1,411 20
Oconto.....	.....	.....	135 00	230 40	358 22	322 00	145 86	279 75	412 80
Outagamie.....	179 90	373 44	410 85	702 00	1,002 22	1,066 80	1,264 56	1,764 75	1,804 16
Ozaukee.....	.....	.....	1,566 00	2,928 24	3,479 21	3,533 60	3,672 24	4,433 25	4,190 72
Pepin.....	.....	.....	.....	.....	.....	.....	.....	233 50	392 32
Pierce.....	.....	.....	23 40	70 56	106 26	244 30	324 06	651 00	664 32
Polk.....	.....	.....	.....	51 12	86 13	.....	.....	168 00	184 32
Portage.....	.....	.....	71 55	152 64	383 18	493 40	710 82	1,218 50	1,248 64
Racine.....	2,485 04	2,741 78	2,849 85	4,565 68	5,789 56	5,310 20	5,940 00	6,157 50	5,397 76
Richland.....	143 82	218 88	255 15	514 08	753 48	1,153 60	1,651 98	2,245 50	2,339 84
Rock.....	3,804 30	3,702 24	3,764 25	6,320 88	7,591 15	7,734 30	7,947 72	10,017 75	8,974 72
St. Croix.....	19 31	140 64	90 45	174 96	287 38	337 90	498 96	592 50	851 84
Sauk.....	703 33	905 76	1,040 85	2,048 40	2,836 01	3,276 00	3,646 50	4,556 00	4,292 48
Shawano.....	.....	.....	.....	.....	.....	.....	29 70	74 25	82 00
Sheboygan.....	1,840 86	1,314 40	1,999 35	3,605 76	4,636 80	5,034 40	4,971 78	6,456 00	5,865 60
Trempealeau.....	.....	.....	.....	.....	60 87	98 70	188 76	342 75	351 86
Walworth.....	3,370 81	3,406 56	3,158 10	4,975 92	6,137 32	5,787 90	5,698 44	6,950 25	6,382 80
Washington.....	3,061 32	3,721 92	2,362 05	4,039 20	5,063 45	5,131 70	5,225 88	6,361 50	5,898 16
Waushara.....	3,261 05	3,595 20	3,560 85	5,343 56	6,924 61	6,463 80	6,334 02	7,320 00	6,535 04
Waukesha.....	.....	79 78	139 15	497 52	660 90	947 80	1,166 22	2,122 50	2,078 08
Waushara.....	.....	.....	.....	.....	1,033 62	1,241 80	1,678 10	2,326 50	2,056 32
Winnebago.....	1,179 51	1,441 92	1,426 05	2,765 52	3,632 16	4,028 50	4,288 02	5,361 00	5,064 32
Wood.....	.....	.....	.....	.....	.....	.....	193 33	288 75	339 20
Total.....	\$47,891 35	\$53,703 94	\$55,656 20	\$99,192 96	\$125,904 94	\$131,772 90	\$141,482 26	\$181,158 75	\$169,186 28

TABLE NO. 2.

TABLE No. II.

SHOWING AMOUNTS OF TAX RAISED IN EACH YEAR FOR SCHOOL PURPOSES.

Counties.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.
Adams.....					\$135 00	\$779 00	\$634 55	\$600 00	\$642 64	\$987 40
Adair.....			\$82 24	\$96 49	123 00	262 82	433 11	2,028 25	2,707 83	2,134 00
Brown.....		\$53 00	778 19	585 10	593 98	682 82	778 68	978 76	1,228 40	2,895 35
Buffalo.....								200 77	200 00	800 00
Calumet.....		175 45	149 12	151 48	206 00	347 10	440 03		600 00	1,192 00
Chippewa.....						487 50		200 00	150 00	260 00
Clark.....								1,508 87	955 00	902 57
Columbia.....	\$575 00	1,647 41	2,698 26	2,839 16	2,761 92	3,873 29	5,992 61	3,488 93	5,191 96	5,565 19
Crawford.....		185 00	241 65	187 58	196 28	320 47	404 83		3,016 99	1,508 96
Dane.....	1,509 67	2,828 50	1,680 61	1,662 00	1,818 00	3,244 37	3,920 81	4,174 25	4,288 31	5,197 36
Dodge.....	1,116 10	5,667 58	1,607 40	1,686 28	1,768 10	3,159 53	4,037 83	3,327 55	4,480 75	5,240 14
Door.....									1,445 00	243 47
Douglas.....							1,150 00			837 57
Dunn.....									472 48	182 00
Eau Claire.....									350 00	600 00
Fond du Lac.....	342 29	4,693 77	2,205 47	1,250 07	1,926 77	2,297 52	2,918 61	3,175 86	3,383 66	4,274 88
Grant.....	687 00	1,400 56	1,263 92	1,395 07	1,418 25	2,475 20	5,981 95	3,133 00	3,392 00	3,927 08
Green.....		1,276 81	730 00	943 00	930 00	1,615 00	1,920 20	2,105 00	2,066 52	2,539 83
Green Lake.....										1,509 77
Iowa.....	62 00	1,267 71	1,681 69	1,601 19	920 18	1,802 69	3,671 62	2,899 95	1,983 23	3,238 42
Jackson.....									514 85	341 82
Jefferson.....	1,125 21	2,768 43	1,442 77	1,380 00	1,809 56	2,945 15	196 70	3,043 60	4,203 73	6,871 93
Juneau.....									910 40	1,177 53
Kewaunee.....								530 00	425 00	433 13
Kenosha.....		2,599 92	2,480 69	2,682 26	2,586 44	3,161 73	5,614 02	6,126 83	6,720 45	6,961 33
La Crosse.....			188 88	402 83	309 11	340 84	315 49		1,120 46	994 63

La Fayette.....	183 00	1,059 99	937 67	1,245 00	1,022 00	1,900 00	2,192 91	2,173 97	2,172 10	2,491 45
La Pointe.....	.....	.....	.....	.....	.....	593 85	.....	.....	1,808 17	3,462 66
Manitowoc.....	650 00	790 96	264 16	575 64	551 64	454 50	1,944 73	.....	1,291 00	2,409 72
Marathon.....	.....	.....	.....	.....	75 00	.....	.....	.....	1,940 60	962 29
Maquette.....	.....	1,072 95	1,917 55	1,200 00	1,580 66	1,485 48	1,832 08	1,940 60	2,007 00	17,026 50
Milwaukee.....	1,602 75	1,782 80	7,466 87	7,535 64	7,813 70	7,412 02	9,837 04	12,221 61	14,672 64	2,943 41
Monroe.....	.....	.....	.....	.....	.....	40 82	698 10	.....	2,020 00	1,353 84
Oconto.....	.....	.....	.....	200 00	80 00	170 00	280 00	815 00	565 95	1,618 44
Outagamie.....	.....	.....	628 37	501 34	337 72	652 84	1,008 92	.....	1,098 10	3,920 67
Ozaukee.....	.....	.....	.....	.....	835 60	1,181 27	1,785 89	.....	1,800 00	500 00
Pepin.....	.....	.....	.....	.....	.....	.....	.....	.....	285 27	686 62
Pierce.....	.....	.....	.....	.....	13 64	437 69	100 00	264 24	564 25	1,588 10
Polk.....	.....	.....	.....	.....	130 00	100 00	.....	.....	543 80	981 99
Portage.....	.....	65 00	.....	111 60	200 12	283 52	209 64	400 51	745 55	5,266 04
Racine.....	3,777 43	2,114 48	1,694 47	2,356 81	2,661 83	3,259 64	3,521 43	3,995 91	16,132 65	1,400 00
Richland.....	.....	.....	368 57	297 89	187 14	318 85	782 25	.....	1,145 00	7,792 52
Rock.....	938 61	6,128 37	3,279 35	4,048 20	4,369 80	5,118 23	6,321 07	.....	7,712 05	1,491 04
St. Croix.....	.....	8 00	64 08	85 18	198 60	388 87	265 22	.....	1,228 14	4,195 37
Sauk.....	.....	434 20	1,405 59	1,111 71	782 80	1,415 91	1,391 92	.....	2,017 49	271 94
Shawano.....	.....	.....	.....	.....	.....	.....	419 34	677 68	155 58	6,274 99
Sheboygan.....	1,307 00	2,219 01	1,742 70	2,562 97	2,850 38	3,008 65	3,230 45	2,517 20	3,764 10	965 97
Trempealeau.....	.....	.....	.....	.....	.....	112 41	19 19	469 11	658 36	3,475 17
Walworth.....	1,628 79	6,434 04	1,685 71	2,191 62	1,573 43	2,496 00	3,068 68	2,868 95	2,849 22	3,180 75
Washington.....	547 00	1,054 99	1,537 91	1,840 99	1,522 71	2,019 60	2,531 73	2,565 85	2,612 94	3,660 05
Waushara.....	812 57	2,297 48	1,780 63	1,797 60	1,775 24	2,924 28	3,402 84	.....	3,176 02	1,535 00
Wausau.....	.....	.....	.....	144 90	275 00	461 28	786 62	1,008 50	318 00	2,681 00
Waushara.....	.....	.....	.....	268 00	306 13	560 24	1,128 33	.....	2,233 63	4,279 00
Winnebago.....	130 00	1,359 97	1,888 05	1,584 59	2,412 82	2,629 65	2,887 83	3,164 13	3,664 10	688 75
Wood.....	.....	.....	.....	.....	.....	.....	.....	.....	400 94	.....
Total.....	\$16,932 42	\$51,461 38	\$43,507 57	\$46,521 65	\$45,446 35	\$66,900 13	\$90,192 57	\$72,604 88	128,161 04	147,919 56

TABLE NO. 3.

TABLE No. III.

SHOWING NUMBER OF DISTRICTS IN EACH YEAR.

Counties.	1849.	1850.	1851.	1852.	1853.	1854.	1855.	1856.	1857.	1858.	1859.
Adams,					14	32	52	75	48	47	62
Bad Ax,				8	11	13	87	49	65	67	77
Brown,	6	25	17	17	15	16	28	37	40	46	53
Buffalo,								2	7	18	26
Calumet,	9	7	13	17	17	21	25	30	32	44	52
Chippewa,						4	2	4	6	11	10
Clark,								2	2	5	6
Columbia,	41	71	82	91	98	110	109	111	119	124	133
Crawford,	16	30	9	11	13	13	21	36	53	69	88
Dane,	97	88	153	213	164	160	169	161	163	176	179
Dodge,	132	135	147	133	134	142	138	135	131	139	148
Door,									3	8	13
Douglas,							2	2	.....	2	3
Dunn,									29	.....	22
Eau Claire,									8	15	21
Fond du Lac,	78	101	106	114	119	125	120	124	132	127	133
Grant,	89	95	100	109	108	.....	113	114	131	140	150
Green,	70	74	79	82	83	94	93	90	98	100	100
Green Lake, .....									.....		54
Iowa,		61	61	58	62	58	71	83	82	85	85
Jackson,						5	7	.....	23	29	27
Jefferson,	78	88	91	89	99	93	178	106	107	99	173
Juneau,									63	64	66
Kewaunee,								4	6	26	29
Kenosha,		61	57	58	54	54	57	49	52	52	70
La Crosse,			2	19	12	15	24	26	29	34	44

La Fayette,	61	64	69	69	71	77	78	76	82	83	96
La Pointe,	7	8	23	33	39	46	62	63	69	85	87
Manitowoc,					2	5	5	6	5	7	10
Marathon,		50	76	62	74	83	84	90	90	44	78
Marquette,	39	62	66	64	64	65	60	64	66	66	68
Milwaukee,	66	62				8	15	44	54	63	71
Monroe,				5	5	7	5	3	7	12	19
Oconto,				21	23	23	31	39	44	54	58
Outagamie,			19		49	54	51	53	52	49	53
Ozaukee,										12	10
Pepin,							5	10	24	26	30
Pierce,					8	1				5	10
Polk,					8	4			4	5	10
Portage,		2								56	51
Racine,	123	69	54	66	66	67	58	71	62	55	60
Richland,		10	14	18	21	27	45	67	71	77	89
Rock,	99	104	104	114	115	108	121	122	206	203	116
St. Croix,	1	2	8	6	5	9	10	13	27	30	37
Stark,	26	37	37	43	53		81	137	115	105	117
Shawano,							2	2	4	2	7
Sheboygan,	53	71	72	79	86	86	91	95	100	102	108
Trempealeau,						3	8	7	13	15	19
Walworth,	108	100	104	98	92	96	97	107	96	97	99
Washington,	112	114	126	146	91	91	89	88	83	81	81
Waukesha,	81	101	100	99	85	88	83	85	87	89	85
Waupaca,			8		17	22	32	36	52	61	67
Waushara,				11	33	30	42	57	59	66	78
Winnebago,	38	53	47	50	59	58	67	62	62	65	97
Wood,								4	7	12	13
Total,	1,430	1,658	1,846	2,005	2,068	2,083	2,479	2,666	3,014	3,181	3,587

TABLE NO. 4.

TABLE No. IV,

SHOWING

APPORTIONMENT OF SCHOOL FUND INCOME—1859.

Counties and Towns.	No. of Children.	Apportionment.
ADAMS—		
Adams,	100	\$64 00
Chester,	125	80 00
Dell Prairie,	309	197 76
Easton,	113	72 32
Grand Marsh,	173	110 72
Jackson,	195	124 80
Quincy,	177	113 28
Richfield,	117	74 88
Strong's Prairie,	326	208 64
Springville,	233	149 12
White Creek,	93	59 42
Preston,	88	56 32
New Haven,	200	128 00
Leola,		
Rome,	22	14 08
Verona,		
Brownville,		
	2,271	\$1,453 44
BAD AX—		
Webster,	98	\$62 72
Greenwood,	118	75 52
Harmony,	97	62 08
Hillsborough,	190	121 60
Stirling,	180	115 20
Viroqua,	543	347 52
Forest,	87	55 68
Whitestown,	43	27 52
Union,	53	33 92
Franklin,	296	189 44
Kickapoo,	305	195 20
Wheatland,	177	113 28
Christiana,	232	148 48
Jefferson,	438	280 32
Liberty,		
Bergen,	58	37 12
Clinton,	19	12 16
Hamburg,	119	76 76
	3,653	\$1,953 92

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
BROWN—		
Green Bay City,.....	917	\$586 88
Green Bay Town,.....	1,446	925 24
Pittsford,.....		
New Denmark,.....	138	88 32
Lawrence,.....	203	161 92
Howard,.....	429	274 56
Depere Village,.....	201	128 64
Bellevue,.....	278	177 92
Wrights Town,.....	166	106 24
Morrison,.....	76	48 64
Holland,.....	214	136 96
Howardborough,.....	141	90 24
Rockland,.....	118	75 52
Depere,.....	126	80 64
Glenmore,.....	113	72 32
Suamico,.....	160	102 40
	4,776	\$3,056 64
BUFFALO—		
Alma,.....		
Buffalo,.....	116	\$74 24
Belvidere,.....	126	80 64
Bloomington,.....	112	71 68
Cold Springs,.....	35	22 40
Cross,.....	93	59 52
Eagle Mills,.....		
Gilmanton,.....	31	19 84
Nelson,.....		
Naples,.....	73	46 72
Waumundee,.....	127	81 28
	713	\$456 82
CALUMET—		
Brothertown,.....	399	\$255 36
Brillion,.....	55	35 20
Charlestown,.....	261	167 04
Chilton,.....	356	277 84
New Holstein,.....	302	193 28
Rantoul,.....	83	53 12
Stockbridge,.....	376	240 64
Woodville,.....	104	66 56
Harrison,.....	259	165 76
	2,195	\$1,404 80

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
CHIPPEWA—		
Chippewa Falls,.....	104	\$66 56
Eagle Point,.....	79	50 56
La Fayette,.....	86	55 04
	269	\$172 16
CLARK—		
Weston,.....	50	\$32 00
Pine Valley,.....	121	77 44
Levis,.....	11	7 04
	182	\$116 48
CRAWFORD—		
Prairie du Chien,.....	876	\$560 44
Eastman,.....	260	166 40
Marietta,.....	212	135 68
Seneca,.....	262	167 68
Scott,.....	328	209 92
Utica,.....	239	152 96
Clayton,.....	270	172 80
Freeman,.....	251	160 64
Wauzeka,.....	96	61 44
	2,794	\$1,788 16
COLUMBIA—		
Arlington,.....	251	\$160 64
Caledonia,.....	338	212 48
Portland,.....	416	266 24
Columbus,.....	787	471 68
Dekorra,.....	413	264 32
Fountain Prairie,.....	426	272 64
Ft. Winnebago,.....	284	181 76
Hampden,.....	344	220 16
Leeds,.....	322	206 08
Lowville,.....	284	181 76
Lodi,.....	461	295 04
Lewiston,.....	385	246 40
Marcellon,.....	402	257 28
Newport,.....	382	244 48
Otsego,.....	415	265 60
Pacific,.....	121	77 44
Portage,.....	1,081	691 84
Randolph,.....	481	275 84
Scott,.....	332	212 48
Spring Vale,.....	302	193 28
West Point,.....	266	170 24
Wyanona,.....	500	320 00
	8,887	\$5,687 68

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportion- ment.
DANE—		
Albion,	419	\$268 16
Black Earth,	342	218 88
Blooming Grove,	261	167 04
Blue Mounds,	281	179 84
Bristol,	446	285 44
Burke,	330	211 20
Berry,	205	131 20
Christiana,	578	369 92
Cottage Grove,	492	314 88
Cross Plains,	374	239 36
Dane,	367	234 88
Deerfield,	336	215 04
Dunkirk,	593	379 52
Dunn,	331	211 84
Fitchburg,	427	273 28
Madison,	224	143 36
Madison City,	2,144	1,372 16
Medina,	405	259 20
Middleton,	454	290 56
Montrose,	340	217 60
Oregon,	451	288 64
Perry,	227	145 28
Primrose,	349	223 36
Pleasant Springs,	498	318 72
Roxbury,	497	279 68
Rutland,	457	292 48
Ray,	305	195 20
Spring Dale,	318	203 52
Springfield,	404	258 56
Sun Prairie,	373	238 72
Vermont,	204	130 56
Vienna,	218	139 52
Verona,	468	299 52
Westport,	306	195 84
Windsor,	340	217 60
York,	378	241 92
	15,082	\$9,652 48
DODGE—		
Ashippun,	603	\$385 92
Beaver Dam,	546	349 44
Beaver Dam City,	877	561 28
Burnet,	865	233 60
Calamus,	336	215 04
Chester,	619	396 16
Clyman,	570	364 00
Elba,	548	350 72
Emmet,	589	376 96
Herman,	677	433 28
Fox Lake,	848	542 72
Hubbard,	945	604 80
Hustisford,	578	369 92

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
DODGE—continued.		
Le Roy,	399	\$255 86
Lomira,	408	261 12
Lowell,	781	499 84
Oak Grove,	736	471 04
Lebanon,	702	449 28
Portland,	450	288 00
Rubicon,	805	515 20
Shields,	607	388 48
Theresa,	789	504 96
Trenton,	651	416 64
Westford,	188	120 82
Williamstown,	722	462 08
	15,339	\$9,816 96
DOOR—		
Otumba,	230	\$147 20
Gibraltar,	105	67 20
Forestville,		
Washington,		
	335	\$214 40
DOUGLAS—		
Superior,	174	\$111 36
DUNN—		
Menomonee,	60	\$38 40
Dunn,	111	71 04
Eau Galla,	56	35 84
Rock Creek,	87	55 68
Spring Brook,	139	88 96
	453	\$289 92
EAU CLAIRE—		
Eau Claire,	274	\$175 86
Half Moon,	131	83 84
Bridge Creek,	92	58 88
Brunswick,	63	40 82
	560	\$358 40
FOND DU LAC—		
Fond du Lac, (City,)	1,839	\$1,176 96
Ripon, (City,)	533	341 12
Waupun, (Village,)	696	446 72
Fond du Lac,	455	291 20
Ripon,	300	192 00
Waupun,		
Metomen,	587	375 68
Alto,	428	278 92
Byron,	457	292 48
Rosendale,	477	305 28

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
FOND DU LAC—continued.		
Spring Vale,.....	485	\$310 40
Oakfield,.....	420	268 80
Lamartine,.....	382	244 48
Empire,.....	323	206 72
El Dorado,.....	478	305 92
Friendship,.....	242	154 88
Calumet,.....	550	352 00
Taycheedah,.....	583	373 12
Ashford,.....	610	390 40
Forest,.....	472	302 08
Eden,.....	428	273 92
Marshfield,.....	487	311 68
Auburn,.....	388	248 32
Osceola,.....	322	206 08
	11,944	\$7,644 16
GRANT—		
Beetown,.....	470	\$300 80
Clifton,.....	377	241 28
Cassville,.....	525	336 00
Ellenboro,.....	363	232 32
Fennimore,.....	510	326 40
Harrison,.....	418	267 52
Hazel Green,.....	958	613 12
Jamestown,.....	476	304 64
Lima,.....	399	255 36
Little Grant,.....	188	120 32
Liberty,.....	172	110 08
Lancaster,.....	716	458 24
Marion,.....	320	204 80
Millville,.....	619	396 16
Muscoda,.....	246	157 44
Paris,.....	263	168 32
Patch Grove,.....	402	257 28
Plattville,.....	1,038	664 32
Potosi,.....	1,003	641 92
Smeltzer,.....	459	293 76
Waterloo,.....	198	126 72
Wyalusing,.....	212	135 68
Wingville,.....	240	153 60
Blue River,.....	106	67 84
Hickory Grove,.....	193	123 52
Waterstown,.....	139	88 96
	11,010	\$7,046 40
GREEN—		
Albany,.....	436	\$311 04
Adams,.....	249	159 36
Brooklyn,.....	395	252 80
Clarno,.....	682	436 48
Cadiz,.....	445	284 80

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
GREEN—continued.		
Decatur,.....	589	\$378 96
Jefferson,.....	559	357 76
Jordan,.....	353	225 92
Monroe,.....	919	588 16
Mt. Pleasant,.....	444	284 16
Exeter,.....	355	227 20
York,.....	228	145 92
Washington,.....	307	196 48
Spring Grove,.....	483	309 12
Sylvester,.....	484	309 76
New Glarus,.....	302	193 28
	7,280	\$4,659 20
GREEN LAKE—		
Berlin, (City),.....	707	\$452 48
Berlin,.....	883	245 12
Brooklyn,.....	393	251 52
Dayton,.....	279	178 56
Green Lake,.....	419	268 16
Kingston,.....	346	221 44
Manchester,.....	388	248 32
Marquette,.....	201	128 64
Mackford,.....	383	245 12
Princeton,.....	592	378 88
Ste. Marie,.....	229	146 56
Seneca,.....	151	96 64
Markesan Village,.....	127	81 28
	4,598	\$2,942 72
IOWA—		
Arena,.....	392	\$250 88
Clyde,.....	221	141 44
Dodgeville,.....	1,260	806 40
Highland,.....	810	518 40
Linden,.....	639	408 96
Mifflin,.....	450	288 00
Mineral Point,.....	503	321 92
Mineral Point City,.....	1,209	778 76
Pulaski,.....	341	218 24
Ridgeway,.....	703	449 92
Wyoming,.....	295	188 80
Waldwick,.....	408	.....
	7,226	\$4,624 64
JACKSON—		
Albion,.....	390	\$249 60
Alma,.....	152	97 28
Bristol,.....	164	104 96
Hixton,.....	80	51 20
Irving,.....	114	72 96

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
JACKSON—continued.		
Manchester,	40	\$25 60
Northfield,	88	24 82
	978	625 92
LA POINTE—		
La Pointe,	37	\$28 68
Bayport, .....		.....
	37	\$28 68
JEFFERSON—		
Astalan,	306	\$195 84
Jefferson,	989	632 96
Koshkonong,	842	538 88
Watertown,	1,009	645 76
Oakland,	402	257 28
Ixonia,	728	484 64
Lake Mills,	563	360 32
Milford,	545	348 80
Cold Spring,	351	224 64
Farmington,	655	419 20
Palmyra,	676	432 00
Waterloo,	607	383 48
Hebron,	378	241 92
Concord,	562	359 68
Sullivan,	579	370 56
Watertown, (City,)	2,019	1,292 16
	11,208	\$7,178 12
JUNEAU—		
Marion,	107	\$68 48
Summit,	148	94 72
Fountain,	120	76 80
Lemonwier,	378	241 92
Wonwood,	157	100 48
Lindina,	513	328 32
Armenia,	72	46 08
Germantown,	224	143 86
Lisbon,	273	174 72
Kildare,	246	157 44
Orange,	63	40 32
Necedah,	147	94 08
Plymouth,	163	104 32
Clearfield,	24	15 86
Lyndon,	79	50 56
Seven Mile Creek,	123	77 72
	2,837	\$1,815 68

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
Kewaunee—		
Wolf,	384	\$245 76
Carlton,	67	42 88
Red River,	226	144 64
Montpelier,	30	19 20
Casco,	108	126 72
Franklin,	184	117 76
Coryville,	32	20 48
Kewaunee,	147	94 08
	1,268	\$811 52
Kenosha—		
Kenosha, (City,)	1,428	\$913 92
Pleasant Prairie,	559	357 76
Bristol,	511	327 04
Salem,	543	347 52
Wheatland,	623	398 72
Brighton,	478	305 92
Paris,	478	305 92
Somers,	472	302 08
	5,092	\$3,258 88
La Crosse—		
Greenfield,	205	\$131 20
La Crosse City,	951	608 64
Buchanan,		
Campbell,	132	84 48
Onalaska,	326	208 64
Holland,	80	51 20
Jackson,	141	90 24
Farmington,	235	150 40
Burns,	220	140 80
Barre,	278	177 92
Neshonoc,	151	96 64
Bangor,	196	125 44
	2,915	\$1,865 60
Lafayette—		
Argyle,	378	\$241 92
Belmont,	249	159 86
Benton,	330	531 20
Centre,	606	387 20
Elk Grove,	548	350 72
Fayette,	424	271 86
Gratiot,	413	264 32
Kendall,	406	259 84
Monticello,	153	97 92
New Diggings,	665	425 60
White Oak Springs,	252	161 28
Willow Springs,	369	236 16
Wiota,	641	410 24

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
LA FAYETTE—continued—		
Wayne,.....	238	\$149 12
Shullsburg,.....	934	597 76
	7,100	\$4,544
MANITOWOC—		
Buchanan,	321	\$205 44
Cato,.....	451	288 64
Centreville,.....	395	252 80
Cooperstown,.....	322	206 08
Eaton,.....	181	115 84
Franklin,.....	335	214 40
Kossuth,.....	468	299 52
Manitowoc,.....	1,103	705 92
Manitowoc Rapids,.....	474	303 36
Maple Grove,.....	248	158 72
Meeme,.....	378	241 92
Mishicot,.....	674	431 36
Newton,.....	488	312 32
Rockland,.....	188	120 32
Schleswig,.....	170	108 80
Two Rivers,.....	809	517 76
	7,005	\$4,483 20
MARATHON—		
Wausau,	182	\$116 48
Mosinee,.....	115	78 60
Eau Claire,.....		
Jenney,.....	38	24 32
Texas,.....		
	335	\$214 40
MARQUETTE—		
Buffalo,.....	291	\$186 24
Chrystal Lake,.....	185	118 40
Harris,.....	186	119 04
Moundville,.....	873	288 72
Montello,.....	262	167 68
Mecan,.....	160	102 40
Neshkoro,.....	95	60 80
Newton,.....	220	140 80
Oxford,.....	262	167 68
Packwaukee,.....	215	137 60
Shields,.....	222	142 08
Springfield,.....	106	67 84
Westfield,.....	157	100 48
Chrystal Lake,—(additional).....	19	12 16
	2,753	\$1,761 92

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
MILWAUKEE—		
Franklin,.....	677	\$488 28
Greenfield,.....	974	623 36
Wauwatosa,.....	1,019	652 16
Granville,.....	1,033	661 12
Oak Creek,.....	821	525 44
Lake,.....	783	469 12
Milwaukee,.....	927	593 28
Milwaukee City,.....	13,349	8,543 36
	19,533	\$12,501 12
MONROE—		
Adrian,.....	123	\$78 72
Angelo,.....	126	80 64
Clifton,.....	30	19 20
Eaton,.....	20	12 80
Glendale,.....	88	56 32
Greenfield,.....	217	188 88
Leon,.....	195	124 80
La Fayette,.....	87	55 68
Le Roy,.....	64	40 96
Little Falls,.....	122	78 08
Portland,.....	155	99 20
Ridgeville,.....	111	71 04
Sparta,.....	491	314 24
Sheldon,.....	106	67 84
Tomah,.....	81	51 84
Wellington,.....	63	40 32
Wilton,.....	126	80 64
	2,205	\$1,411 20
OCONTO—		
Marinette,.....	159	\$101 76
Oconto,....	271	178 44
Stiles,.....	114	72 96
Pensaukee,.....	101	64 64
	645	\$412 80
OUTAGAMIE—		
Appleton (City),.....	643	\$411 52
Bovina,.....	65	41 60
Buchanan,.....	105	67 20
Center,.....	120	76 80
Ellington,.....	215	137 60
Embarrass,.....	67	42 88
Freedom,.....	267	170 88
Grand Chute,.....	234	149 76
Greenville,.....	298	187 52
Hortonia,.....	219	140 16
Kaukana,.....	349	223 36

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
OUTAGAMIE—continued—		
Liberty,.....	68	\$40 82
Medina,.....	179	114 56
	2,819	\$1,804 18
OSHAUKEN—		
Belgium,.....	1,000	\$640 00
Cedarburg,.....	1,161	748 04
Fredonia,.....	708	458 12
Grafton,.....	690	441 60
Mequon,.....	1,829	850 56
Port Washington,.....	984	629 76
Saukville,.....	676	432 64
	6,548	\$4,190 72
POLK—		
Le Roy,.....	182	\$116 48
St. Croix,.....	98	59 52
Alden,.....	13	8 32
Sterling,.....		
	288	\$184 82
PIERCE—		
Prescott,.....	330	\$211 20
River Falls,.....	164	104 96
Oak Grove,.....	50	32 00
Clifton,....	43	27 52
Perry,.....	41	26 24
Martell,.....	69	44 16
Isabelle,.....	35	22 40
Hartland,.....		
Pleasant Valley,.....	102	65 28
Trenton,.....	85	22 40
Trimbelle,....	109	69 76
Diamond Bluff,.....	60	38 40
	1,088	\$664 82
PORTAGE—		
Amherst,.....	78	\$49 92
Almond,.....	137	87 68
Belmont,.....	173	110 72
Buena Vista,.....	163	104 82
Lanark,.....	129	82 56
Linwood,.....	23	14 72
New Hope,.....	120	76 80
Pine Grove,.....	98	62 72
Plover,.....	288	184 32
Stevens Point,.....	558	357 12
Stockton,.....	184	117 76
	1,951	\$1,248 64

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportion- ment.
PEPIN—		
Pepin,	356	\$227 84
Bear Creek,	123	78 72
Albany,	22	14 08
Frankfort,	41	26 24
Waubeck,	58	37 12
Lima,	18	8 32
	613	\$392 32
RACINE—		
Burlington,	882	\$532 48
Rochester,	381	243 84
Dover,	436	279 04
Waterford,	563	360 32
Norway,	363	232 32
Yorkville,	514	328 96
Raymond,	476	304 64
Caledonia,	642	410 88
Racine,	437	279 68
Mt. Pleasant,	547	350 08
Racine City,	3,243	2,075 52
	8,434	\$5,397 76
RICHLAND—		
Akan,	86	\$55 04
Bloom,	221	141 44
Buena Vista,	332	212 48
Dayton,	188	120 32
Eagle,	238	152 32
Forest,	185	118 40
Henrietta,	179	114 56
Ithica,	388	248 32
Marshall,	216	138 24
Rockbridge,	196	125 44
Richland,	335	214 40
Richmond,	242	154 88
Richwood,	343	219 52
Sylvan,	195	124 80
Westford,	187	119 68
Willow,	125	80 00
	3,656	\$2,339 84
Rock—		
Avon,	390	\$249 60
Beloit,	270	172 80
Bradford,	437	279 68
Center,	389	248 96
Clinton,	613	392 32
Fulton,	749	479 86
Harmony,	340	217 60
Janesville,	341	218 24

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
ROCK—continued—		
Johnstown,.....	441	\$282 24
Lima,.....	433	277 12
La Prairie,.....	298	190 72
Milton,.....	554	354 56
Magnolia,.....	443	283 52
Newark,.....	469	300 16
Porter,.....	487	311 68
Plymouth,.....	465	297 60
Rock,.....	452	289 28
Spring Valley,.....	398	254 72
Turtle,.....	482	308 48
Union,.....	683	437 12
Janesville, (City).....	3,556	2,275 84
Beloit, (City).....	1,338	853 12
	14,028	\$3,974 12
SHAWANO—		
Richmond,.....		
Shawano,.....	50	\$32 00
Belle Plain,.....		
Matteson,.....		
Waukejohn,.....		
	50	\$32 00
SAUK—		
Prairie du Sac,.....	623	\$398 72
Franklin,.....	353	225 92
Honey Creek,....	266	234 24
Westfield,.....	284	181 76
Dellona,.....	213	136 32
Baraboo,.....	706	451 84
Excelsior,.....	268	171 52
Winfield,.....	224	143 36
Woodland,.....	125	80 00
Reedsburg,....	472	302 08
Marston,.....	474	303 36
Troy,.....	263	168 32
Washington, ..	338	216 32
Greenfield,.....	212	135 68
Kingston,.....	363	232 32
Spring Green,....	287	183 68
Freedom,.....	216	138 24
Fairfield,.....	229	146 56
Merrimac,.....	262	167 68
New Buffalo,.....	429	274 56
	6,707	\$4,292 48
TREMPELEAU,		
Trempeleau,.....	298	\$190 72
Gale,.....	144	92 16

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
TREMPLEAU—continued—		
Arcadia,.....	41	\$26 24
Preston,.....	66	42 24
Sumner,.....		
	549	\$351 86
SHEBOYGAN—		
Sheboygan, (City).....	1,361	\$871 04
Sheboygan Falls (Village,)	428	273 92
Sheboygan Falls,.....	547	350 08
Scott,.....	484	309 76
Abbott,.....	553	353 92
Holland,.....	784	501 76
Mitchell,.....	356	227 84
Lyndon,.....	600	384 00
Lima,.....	683	437 12
Wilson,.....	392	250 88
Russell,.....	140	89 60
Plymouth,.....	765	451 20
Greenbush,.....	509	325 76
Hermann,.....	591	378 24
Moselle,.....	342	218 88
Rhine,.....	368	235 52
Sheboygan,.....	322	206 08
	9,165	\$5,865 60
WALWORTH—		
Sharon,.....	682	\$436 48
Darien,.....	564	360 96
Richmond,.....	322	206 08
Whitewater,.....	1,107	708 48
Walworth,.....	560	358 40
Delavan,.....	841	538 24
Sugar Creek,.....	407	260 48
La Grange,.....	502	321 28
Linn,.....	412	263 68
Geneva,.....	873	558 72
Lafayette,.....	451	288 64
Troy,.....	465	297 60
Bloomfield,.....	515	329 60
Hudson,.....	594	380 16
Spring Prairie,.....	533	341 12
East Troy,.....	647	414 08
Elk Horn,.....	420	268 80
	9,895	\$6,332 80
WASHINGTON—		
Addison,.....	738	\$472 32
Barton,.....	469	300 16
Erin,.....	655	419 20
Farmington,.....	652	417 28

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
WASHINGTON—continued.		
Germanatown,.....	1,071	\$685 44
Hartford,.....	924	591 36
Jackson,.....	695	444 80
Kewaskum,.....	335	214 40
Polk,.....	955	611 20
Richfield,.....	875	560 00
Trenton,.....	628	401 92
Wayne,.....	588	376 82
West Bend,.....	534	341 76
	9,119	\$5,836 16
WAUKESHA—		
Brookfield,.....	778	\$497 92
Delafield,.....	527	337 28
Eagle,.....	425	272 00
Genesee,.....	637	407 68
Lisbon,.....	580	371 20
Menomonee,.....	829	530 56
Merton,.....	580	371 20
Mukwonago,.....	537	343 68
Muskego,.....	560	358 40
New Berlin,.....	740	473 60
Oconomowoc,.....	769	492 16
Ottawa,.....	433	277 12
Pewaukee,.....	595	380 80
Summit,.....	480	307 20
Vernon,.....	438	280 32
Waukesha,.....	1,803	833 92
	10,211	\$6,535 04
WAUPACA—		
Dayton,.....	328	\$209 92
Farmington,.....	205	131 20
Scandinavia,.....	165	105 60
Iola,.....	220	140 80
Lind,.....	302	193 28
Waupaca,.....	398	254 72
St. Lawrence,.....	143	91 52
Weyauwega,.....	540	345 60
Royalton,.....	187	119 68
Little Wolf,.....	53	33 92
Union,.....	17	10 88
Caledonia,.....	112	71 68
Mukwa,.....	416	266 24
Lebanon,.....	106	67 84
Bear Creek,.....	55	35 20
	3,247	\$2,078 08

Table No. IV.—continued.

Counties and Towns.	No. of Children.	Apportionment.
WAUSHARA—		
Bloomfield,.....	81	\$51 84
Coloma,.....	148	94 72
Dakotah,.....	172	110 08
Deerfield,.....	66	42 24
Hancock,.....	149	95 36
Leon,.....	280	179 20
Marion,.....	217	138 88
Mount Morris,.....	159	101 76
Oasis,.....	166	106 24
Plainfield,.....	335	214 40
Poysippi,.....	181	83 84
Richford,.....	299	183 76
Rose,.....	14	8 96
Sacramento,.....	242	154 88
Saxville,.....	243	155 72
Springwater,.....	163	104 32
Warren,.....	183	117 12
Wautoma,.....	250	160 00
	3,213	\$2,056 32
Wood—		
Centralia,.....	74	\$47 36
Dexter,.....		
Grand Rapids,.....	284	149 76
Hemlock,.....	45	28 80
Rudolph,.....	63	40 32
Saratoga,.....	114	72 96
	530	\$339 20
WINNEBAGO—		
Algoma,.....	244	\$156 16
Black Wolf,.....	245	156 80
Clayton,.....	371	237 44
Neenah,.....	549	351 36
Menasha,.....	588	344 32
Nekimi,.....	370	236 80
Nepeuskun,.....	322	206 08
Oshkosh,.....	247	158 08
Oshkosh (city),.....	1,708	1,089 92
Orihula,.....	43	27 52
Omro,.....	812	519 68
Poygun,.....	233	149 12
Rushford,.....	637	407 68
Utica,.....	459	293 76
Vinland,.....	332	212 48
Winneconne,.....	397	254 08
Winchester,.....	411	268 04
	7,913	\$5,064 32

RECAPITULATION OF TABLE No. IV.

Total number of Children,.....	264,352	
Amount apportioned,.....		\$169,185 28
Paid for Educational Journal,.....		2,187 50
Paid Dodge County, additional per Chapter 28,		
General Laws, 1859,.....		114 75
		<hr/>
		\$171,437 53
		<hr/>

Apportionment, 64 cents per Scholar.

TABLE NO. 5.

TABLE No. V.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
ADAMS—	8	..	2	..	15	4.5	83	82	165	..	1	..	4	8.5	5 1-5	\$15 00	\$9 40
Adams, .....	..	..	1	..	1	4.5	8	4	7	..	..	..	2 1-2	..	..	..	12 00
Barton, .....	..	..	..	..	3	8	3	6	19	..	..	..	..	..	..	..	8 00
Brownville, ..	1	..	..	..	13	18	13	4	7	..	1	..	..	..	..	..	9 27
Chester,	3	..	4	..	15	4.7	68	73	141	..	3	1	4.5	4.7	4 6-7	24 00	11 32
Dell Prairie, ..	3	..	..	..	6	4.5	188	138	816	..	3	13	6 4-5	2 2-5	4 1-5	28 76	11 80
Easton,	4	..	3	..	75	8.5	75	59	134	..	4	1	4	2	8 2-5	22 50	8 00
Grand Marsh, ..	4	..	1	..	6	4.5	91	80	171	..	3	1	2 7-10	2 8-5	4 3-5	16 00	9 11
Jackson,	7	1	3	..	36	8	104	94	188	..	4	1	2 1-2	7 9	5	15 00	9 11
Leola,	2	..	..	..	19	3 1-2	19	27	46	..	..	..	2 6-8	..	3 1-2	21 00	12 00
Monroe,	3	..	..	..	59	1.6	59	56	115	..	..	..	6	1 1-3	5	..	6 25
Newark Valley, ..	3	..	..	..	27	1 4 1-3	27	29	56	..	..	..	4 1-7	..	4 1-3	..	9 50
Preston,	3	1	3	1	25	6.7	122	100	222	..	1	10	8 4-7	1 6-7	4	23 00	9 00
Richfield,	3	..	3	..	24	9.20	80	61	141	..	2	..	8 5-6	1 2	3 2-4	25 00	10 80
Quincy,	3	..	2	..	15	2.5	68	51	114	..	5	..	8 8-5	1 1-2	3 9-10	18 00	9 25
Rome,	2	1	1	1	16	1-3	55	43	98	..	2	..	2 1-3	3 4	4 1-4	19 33	9 25
	8	..	8	..	8	8	24	25	49	..	..	..	..	..	3	..	8 00

Strong's Prairie, ..	4	..	...	..	6 1-2	108	118	226	.....	.....	4	.....	1 8-4	4 3-4	20 00	8 75
Springville,	5	..	3	..	8 5 1-2	150	140	290	.....	.....	.....	3 8-4	1 9-10	3 1-2	22 50	9 71
White Creek,	1	..	2	..	6 1-3	48	37	80	.....	.....	2	.....	8 1-3	4 7-12	22 00	9 75
BAD AX—	62	1	29	2	16 5	1,370	1,218	2,588	.....	.....	33	3 1-2	1	4	20 87	9 53
Bergen,	6	1	2	..	2	84	95	179	.....	.....	.....	2	1-3	1 7-8	14 00	5 75
Christiana,	4	2	.....	..	3	121	127	248	.....	.....	5	2	2	1	22 00	16 50
Clinton,	4	2	.....	..	3	15	20	85	.....	.....	.....	1 7-11	1 1-2	1 1-2	12 50	2 00
Coon,	8	2	2	2	2 3	51	48	99	.....	.....	2	.....	3	.....	26 50	.....
Franklin,	8	2	2	1	4 1-8	160	160	320	.....	.....	5	2	1 1-2	1 1-2	21 00	14 60
Forest,	3	1	..	..	1 3 3-4	48	38	88	.....	.....	1	2 1-4	2 1-4	3-4	19 66	14 00
Greenwood,	8	3	..	..	5 1-5	57	60	117	.....	.....	4	1 4	1 1-5	4	6 50	10 40
Illsborough,	5	1	1	..	1 5	88	88	174	.....	.....	2	3 3-5	1 4-5	3 1-5	23 33	9 00
Hamburg,	2	.....	..	..	4 1-2	65	72	137	.....	.....	1	3 4 1-2	3	1 1-2	18 62	12 00
Harmony,	3	3	1	1	1 3 3-4	51	54	105	.....	.....	4	3 1-3	1 1-5	2 4-5	20 00	10 00
Jefferson,	7	2	2	..	2 3 6-7	173	145	318	.....	.....	10	2 4-7	2 9-14	1 2-7	27 25	11 68
Kickapoo,	5	1	1	1	5	144	131	275	.....	.....	8	4 2-5	3 3-5	1 2-5	23 20	13 00
Liberty,	1	5	..	..	5 2-3	52	36	88	.....	.....	5	3 1-2	4	5	17 55	11 87
Stark,	1	2	2	..	1 3	21	18	39	.....	.....	4	3 2-3	.....	3	.....	9 83
Sterling,	5	3	3	3	1-2	114	86	200	.....	.....	2	1 2 3-8	7-8	2 5-8	17 50	10 85
Union,	1	1	1	1	3	11	15	26	.....	.....	2	3	3	.....	20 00	.....
Viroqua,	6	6	6	..	4 1-6	279	255	534	.....	.....	.....	2 2-3	3	1 1-8	20 10	13 50
Wheatland,	8	3	3	3	1-2	112	85	197	.....	.....	3	8	3 2-5	3	20 50	14 00
Webster,	4	2	2	1	1 3 3-5	69	65	134	96	.....	.....	2 4-5	2 5	1 1-5	15 41	7 00
Whitestown,	1	2	2	..	2 3	26	25	51	.....	.....	3	.....	3	3	13 00	9 00
BROWN—	77	7	38	5	18 3 1-2	1,741	1,621	3,362	96	.....	56	3	2	2 1-4	17 93	10 80
Ballview,	1	.....	..	9	.....	136	152	288	.....	.....	.....	4 1-2	.....	9	.....	20 00
Depere,	3	.....	..	3 2-3	.....	79	67	146	.....	.....	.....	5 1-2	3 1-2	1 1-3	13 00	12 00
Depere, village, ..	1	.....	..	5	.....	96	83	179	.....	.....	2	2 8-11	5	.....	40 18	.....
Green Bay,	9	1	1	..	6 5-9	700	707	1,407	.....	.....	.....	6 5-9	4 5-9	2	20 50	18 00

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. p'ts Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
Brown—continued.	53	2	9	..	1	5-2-3	2,855	2,482	5,337	170	22	15	4 8-5	4	3	\$22 43	\$14 26
Green Bay City,	1	..	..	..	..	12	706	520	1,226	..	3	1	4 1-4	12	12	\$47 33	\$18 47
Glenmore,.....	3	..	1	..	..	2 8-9	84	62	146	86	1	..	28-9	2	1 2-3	15 50	12 00
Howard,.....	5	..	..	..	..	6 4-5	194	158	352	..	3	..	..	..	..	24 90	14 50
Howard Ft. Bor.,	1	..	1	..	1 18	6 4-5	72	64	136	84	..	..	8	8	..	32 50	..
Holland,.....	4	..	..	..	..	4	145	120	265	..	1	..	4	4	..	18 15	..
Lawrence,.....	4	..	1	..	..	4 2-5	149	103	252	..	1	1	3	2 2-5	1 4-5	18 00	13 00
New Denmark,...	3	..	1	..	..	5	73	80	153	..	..	..	5	4	3 2-3	18 50	13 75
Morrison,.....	3	..	..	..	..	4 2-3	59	44	103	..	..	..	4	1	8 2-3	18 00	13 33
Preble,.....	1	..	3	..	..	6 1-3	105	86	191	..	1	..	6	2	4	20 00	15 00
Pittsfield,.....	3	..	..	..	..	3	16	17	33	..	..	..	3	..	3	..	4 00
Rockland,.....	5	..	..	..	..	4 1-5	75	55	130	..	..	10	4 1-5	1 4-5	2 5	15 75	14 33
Shamisco,.....	3	1	..	..	..	6 1-2	80	70	150	..	..	..	6 1-2	3 1-2	3	19 00	14 00
Wrightstown,...	3	..	1	..	..	4 3-4	86	94	180	..	6	1	3 3-4	2 1-2	2 1-3	20 15	17 33

BUFFALO—

Alma,.....	2	..	..	..	11	31	39	70	67	2	1	9 1-2	6	5	22 00	12 00
Buffalo,.....	1	..	..	..	6	84	86	170	90	..	..	6	6	..	39 00	..
Belvidere,.....	2	..	..	..	8	62	41	103	103	..	..	8	8	..	30 00	..
Cross,.....	3	..	..	..	9	62	48	110	104	..	6	2 1-2	3	..	23 75	..
Eagle Mills,....	1	..	1	..	1	33	23	56	24	..	7	3	3	..	24 00	..
Glencoe,.....	1	..	..	..	4	32	21	53	53	..	..	3	4	..	20 00	..
Gilmanton,.....	3	..	..	..	9	28	24	52	52	1	..	9	..	9	..	8 00
Maxville,.....	6	..	..	..	10	70	51	121	121	29	2	10	9	3	20 00	12 00
Nelson,.....	1	..	1	..	3	8	5	13	4	..	..	3	..	9	..	8 00
Naples,.....	2	..	1	..	9	62	34	92	62	1	..	6	8	6	23 00	14 00
Waumondee,....	3	..	..	..	11	67	58	125	125	..	..	10	10	..	20 00	..
Buffalo City,...	1	..	..	..	5	19	17	36	36	..	..	5	5	..	41 65	..
	26	..	3	3	6 1-2	558	443	1,001	841	38	16	6 1-2	5 3-4	6 1-2	25 44	10 80

CALUMET—

Brillon,.....	2	..	..	..	5 1-3	29	36	65	..	..	3	2 3-8	3 1-2	3 3-8	29 00	16 00
Brothertown,...	8	..	..	..	6 5-6	236	226	462	..	10	4	6	3 1-2	5	27 33	19 67
Charlestown,...	7	..	2	..	6 5-7	132	156	288	..	..	3	4 1-3	1 3-7	5 2-7	22 67	13 57
Chilton,.....	7	..	2	..	1 5 1-2	225	169	394	..	9	3	4 1-2	..	..	19 50	11 43
Harrison,.....	9	1	..	..	5 1-4	154	141	295	..	4	..	5 1-4	6 1-2	..	26 25	13 50
New Holstein,...	4	..	..	..	4	181	165	346	..	..	..	2 1-2	3 2-3	5	19 00	12 00
Rantoul,.....	4	..	2	..	6 1-2	53	53	108	..	5	1	5 1-3	3 1-2	4 1-2	20 15	14 41
Stockbridge,....	7	1	..	..	5 1-3	204	203	410	..	4	..	4 1-3	1 2-3	3 2-3	24 66	9 16
Woodville,.....	4	..	..	..	4	74	63	137	..	..	..	..	4	4	18 00	13 00
	52	2	6	8	5 1-3	1,288	1,215	2,503	..	32	14	4 1-2	3 1-4	4 1-4	22 95	12 64

CHIPPEWA—

Bloomer Prairie,.	2	7	20	35	55	7	..	10 00
Chippewa Falls,.	1	9	76	69	145	..	1	4	5	40 00	26 00

Table No. V.—continued.

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CHIPPWA—continued.																		
Eagle Point,.....	3	1	1	1	1	4 1-3	51	49	100	4	4 1-3	\$20 00	\$18 33
Lafayette,.....	4	1	1	1	1	5 1-4	46	64	110	1	3	5 1-4	7-8	4 3-8	20 00
	10	1	1	1	1	6 1-4	193	217	410	2	3	4 1-2	2 1-2	5	30 00	18 53	
CLARK—																		
Pine Valley,.....	4	1	1	1	1	4 1-2	85	49	134	2	2	4	3	2 1-4	26 25	24 80	
Levia,.....	1	1	1	1	1	8	5	5	10	8	1	8	8	16 25	
Weston,.....	1	1	1	1	1	4 1-2	43	25	68	7 9-22	2 2-3	4 4-22	35 00	19 50	
	6	1	2	1	1	5 1-2	133	79	212	8	2	3	8	2 1-2	4 1-4	20 41	19 92	
COLUMBIA—																		
Arlington,.....	3	1	4	1	1	8 3-7	132	124	256	208	1	9	3 3-7	4	4 3-7	26 33	14 35	

Caledonia,	6	...	...	7 1-6	202	174	376	244	.....	10	5 8-5	1-2	6 2-3	22 00	28 16
Courland,	9	...	4	6 7-8	248	211	459	322	.....	35	.....	.....	.....	28 88	12 88
Columbus,	8	...	2	8 2-10	347	317	684	476	1	17	5 1-12	2 7-10	5 2-5	25 00	11 23
Dakota,	9	1	2	7 3-8	194	190	384	301	3	9	3 8-8	4 1-2	2 7-8	25 88	13 28
Ft. Winnebago,	5	...	4	5 2-3	200	135	335	248	6	6	4 7-9	3 1-2	5 1-2	21 33	14 33
Fountain Prairie,	6	...	3	7 1-5	204	216	420	.....	1	7	5	3 2-3	5	22 17	13 50
Hampden,	6	...	...	5 4-7	138	166	304	.....	10	2	3 6-7	3 1-3	3 4-7	20 95	8 05
Leeds,	6	...	1	6 2-7	179	163	347	253	10	6	.....	4 1-5	3 5-6	20 67	12 00
Lowville,	6	...	2	6 3-8	158	153	311	241	8	30	5	3 1-3	4 3-7	19 00	11 00
Lodi,	7	...	5	5 1-3	258	264	422	402	.....	2	4 7-11	2 1-12	4	23 63	13 07
Lewiston,	10	...	...	3 8-10	216	203	419	282	22	6	1 8-5	4	3 1-9	23 66	14 22
Marcellon,	5	...	7	6 3-4	216	199	415	394	7	7	8 1-5	3 2-9	5 3-20	20 67	11 15
Newport,	5	...	1	6 1-4	168	174	332	269	.....	.....	6 1-4	2 3-4	3 1-2	17 67	15 00
Otsego,	7	...	...	5 5-7	215	205	420	341	.....	2	3 8-4	3 6-10	3 4-7	23 60	13 21
Pacific,	5	...	1	5 4-5	55	40	95	87	1	.....	4 2-5	1 2-5	4 2-5	20 59	14 40
Portage,	3	...	...	9 1-16	511	596	1,077	607	.....	1	9 1-16	4 2-3	4 1-3	38 33	22 60
Randolph,	4	...	5	.....	203	199	402	402	6	6	3 2-3	3 7-8	4 1-3	26 88	16 44
Scott,	4	...	3	6 5-9	159	144	303	262	2	4	3 7-12	2 2-3	3 8-9	20 19	11 55
Springvale,	4	...	5	6 1-2	172	148	320	288	5	12	3 6-7	3 1-11	3 1-12	18 17	12 13
West Point,	8	...	3	7 1-16	133	132	265	228	4	4	5 1-3	3 9-16	3 7-8	21 46	10 40
Wyocena,	7	...	1	7 1-4	273	234	507	432	4	10	3 5-7	3 3-14	3 7-8	21 21	12 00
	133	1	58	6	4,571	4,362	8,933	6,227	91	185	4 1-2	3 3-4	4	23 10	13 88
CRAWFORD—															
Pr. du Chien,	9	...	...	6 5-18	499	466	965	.....	12	.....	5 3-9	2	2 8-9	19 16	13 88
Waureka,	6	...	...	3	98	90	188	.....	.....	.....	.....	2	1	20 00	9 00
Eastman,	10	...	3	1 3-12	147	136	283	.....	1	1	2 8-10	1 3-20	2 8-10	20 00	13 29
Seneca,	3	...	6	4 1-2	91	76	166	.....	11	2	2 3-5	1 7-8	2 5-8	11 00	9 00
Lynxville,	5	...	...	4 5-11	46	42	88	.....	1	2	3 1-7	5 4-5	2 7-10	18 50	11 75
Haney,	9	...	6	4 3	96	83	179	.....	5	3	4 2-9	2 7-11	3 2-9	13 94	10 31
Scott,	7	...	3	5 2-3	103	93	196	.....	1	1	4 5-9	2	3 2-3	14 73	11 13
Marietta,	7	...	...	4	113	97	210	.....	.....	8	3 1-7	1 3-7	2 4-7	11 00	12 90
Freeman,	6	...	5	3 4	135	115	250	.....	7	4	1 1-4	1 4-11	5 3-22	9 36	10 88

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. p's Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.	
CRAWFORD—continued.																		
Uica,	10	1	3	1	2	3 8-5	101	116	217	4	3	3	3-8	3-8	\$18 00	\$10 50
Clayton,	11	1	1	1	1	3 1-2	169	140	309	5	.....	11	.....	3 1-10	3 1-3	18 25	9 81
	83	1	27	2	14	4	1,598	1,453	3,051	43	36	3	2	3	3	\$15 81	\$11 08
DANE—																		
Albion,	7	1	3	1	1	6 12-22	227	208	435	1	.....	13	4 15-22	3 15-22	4 16-22	\$24 00	\$10 60
Berry,	5	1	1	1	1	6	155	136	291	2	.....	.....	5 9-22	3	3	21 48	15 25
Black Earth,	3	2	1	1	1	6 4-22	157	135	292	1	.....	2	3 14-22	4 7-22	4 1-2	30 00	16 88
Blooming Grove,	8	1	1	1	1	6 3-22	138	142	280	.....	.....	.....	5 16-22	3 7-22	3	17 79	9 08
Blue Mounds,	4	1	1	1	1	16	172	146	318	.....	.....	.....	4	2 17-22	3 1-2	18 80	11 60
Bristol,	6	3	3	1	1	6 3-22	233	184	417	8	.....	8	5 13-22	4 2-22	4 2-22	21 91	9 94
Burke,	4	4	4	1	2	27	172	156	328	4	.....	7	5	3	3	21 00	11 50
Christiana,	5	4	4	1	1	8 6	301	292	593	4	.....	4	2 12-22	3 10-22	3 10-22	23 66	13 50
Cottage Grove,	5	7	7	2	4	4 5 15-22	257	218	475	2	.....	2	4	3 1-2	3 14-22	13 88	13 12
Cross Plains,	9	1	1	1	1	16 3-22	197	179	376	3	.....	3	5 6-22	1 13-22	4 6-22	23 25	13 00

Dane,	5	5	27 5-22	187	184	371	.....	11	5	3 18-22	4 3-22	25 18	13 77
Deerfield,	3	6	16 17-22	186	176	362	.....	13	1 10-22	.....	.....	20 66	13 53
Dunkirk,	7	5	27 7-22	329	295	619	.....	.....	5 6-22	3 20-22	3 1-2	25 00	14 00
Dunn,	5	2	18	179	130	309	.....	5	3 14-22	1 1-2	4 18-22	25 67	12 28
Fitchburg,	8	2	16 5-22	241	200	441	.....	5	9	.....	.....	25 47	14 80
Madison City, .....	.....	.....	10 1-2	1,013	1,088	2,101	.....	15	9	.....	.....	83 00	30 00
Madison,	5	1	17 4-22	143	138	281	.....	3	5 19-22	.....	7 4-22	.....	17 80
Maro Manie,	4	3	6 1-2	190	190	390	.....	5	9 4 19-22	1 6-22	5 4-22	36 00	16 93
Medina,	7	3	1 6 8-22	206	191	397	.....	1	4 3 21-22	3 14-22	5 6-22	18 00	10 25
Middleton,	7	3	2 17-22	247	214	461	.....	3	3 5 1-22	4 4 18-22	.....	27 20	13 11
Monroe,	5	2	2 15-22	215	176	391	.....	2	11 3 6-22	3 12 23	4 18-22	21 71	12 43
Oregon,	9	1	6 1-2	221	202	423	.....	5	8 6 2-22	2 1-22	4 1-2	12 30	9 50
Perry,	2	3	1 16	149	110	269	.....	.....	1 20-22	3 7-22	4 16-22	20 00	14 00
Primrose,	4	4	3 5 1-2	216	137	853	.....	4	5 2 3 18-22	3 18-22	3 18-22	21 62	13 83
Pleasant Spring, ..	4	4	1 6 14-22	257	191	448	.....	7	11 5 3 1-2	3 8-22	.....	21 37	11 56
Rutland,	8	4	2 17 10-22	248	191	439	.....	6	12 5 18-22	3 16-22	3 18-22	21 77	12 09
Roxbury,	4	3	27	238	225	463	.....	1	2 5 4 1-2	6 4 1-2	.....	23 00	16 00
Spring Dale,	4	3	1 6 18-22	175	156	331	244	.....	8 4 4-22	4 4 18-22	.....	22 68	12 50
Springfield,	5	6	4 5 19-22	237	198	435	.....	3	8 3 18-22	2 15-22	3 2-22	25 70	14 25
Sun Prairie,	5	1	3 5 12-22	218	202	420	.....	2	2 4 1-22	1 19-22	3 16-22	24 25	10 78
Vermont,	4	1	6 7-22	137	103	240	.....	3	.....	2 7-22	4 4 18-22	23 00	14 00
Verona,	6	.....	8 14-22	231	214	445	320	8	3 5 7-22	3 7-22	5 7-22	23 06	15 44
Vienna,	5	3	1 2 6 13-22	132	104	236	.....	2	6 3 17-22	3 3 18-22	.....	21 75	10 40
Westport,	3	2	6	191	162	353	.....	2	1 4 7-22	4 9-22	1 13-22	25 08	13 83
Windsor,	4	3	2 6 7-22	127	112	*818	185	.....	14	.....	3 18-22	21 60	13 33
York,	5	6	6 4-22	206	177	383	.....	4	9 4 6-22	2 4-22	4 6-22	19 33	8 84
	179	3 107	10 43 6 1-4	8,128	7,262	15,464	749	88	230	4 1-2	3 1-4	\$24 37	\$13 43
DODGE—													
Asheppun,	7	4	1 7 1-2	328	304	632	.....	2	3 5 1-2	3 1-3	6 1-3	23 66	\$11 13
Beaver Dam,	8	2	1 7 7-10	301	281	582	.....	5	6 4 3-8	4 3-8	4 1-4	23 12	9 37
Burnett,	3	5	3 8	225	192	417	7	5 1-4	5 3-4	4 1-2	18 00	11 00

* One District not reported by sexes.

Table No. V.—continued.

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<i>Doneg—continued.</i>																
Calamus,.....	7	..	3	..	35 9-10	208	160	368	3	3	3	4 6-10	2 2-5	4 1-5	\$11 56	\$11 80
Chester,.....	4	..	5	..	48 1-8	320	304	624	6	6	6	4 5-8	3 1-2	5 1-2	22 87	17 75
Clyman,.....	3	..	7	..	37	310	278	588	14	14	11	4 7-12	2 9-10	4 8-10	27 43	11 48
Elba,.....	4	..	4	..	47 2-3	297	281	578	3	3	10	4 5-9	3 5-18	4	21 00	12 66
Emmett,.....	8	..	1	..	7	323	280	603	5	6	3	4	23 33	14 16
Fox Lake,.....	4	..	3	..	67 1-4	439	402	841	3	3	5	6 1-4	2 5-6	4 7-12	29 68	14 33
Herman,.....	8	..	3	..	114 9-11	377	323	700	1	1	..	3 1-4	3 5-9	3	17 83	6 75
Hubbard,.....	7	..	2	..	6 5-9	480	477	957	4	4	4	4 2-3	3 5-9	6	31 55	15 90
Hustisford,.....	4	..	3	..	37	208	277	585	4	4	7	4 1-2	3 1-2	4 1-4	24 68	11 10
Leroy,.....	4	..	3	..	35 1-2	219	176	395	3	3	7	5 1-7	3 2-7	4	23 16	10 59
Lomira,.....	6	..	3	..	6 2-5	319	268	575	6	4 6-9	2 3-4	3 5-6	15 53	11 83
Lowell,.....	7	..	7	..	47 2-5	414	385	799	..	12	1	..	3 2-7	4 1-10	23 90	10 24
Lebanon,.....	6	..	1	..	15 3-7	320	319	639	..	8	3	3 4-7	2 6-7	2 6-7	18 67	9 76
Oak Grove,.....	7	..	6	..	28	386	414	800	..	5	23	5	3 5-7	5 5-6	30 03	15 16
Portland,.....	6	1	9	..	36 2-5	230	207	437	4	4	2	4 1-10	2 1-2	4	22 38	9 96
Rubicon,.....	8	..	3	..	37 5-26	439	374	813	6	6	4	4 9-26	2 7-26	5	14 46	8 00

Shields,.....	4	1	17 8-4	249	212	461	.....	6	.....	47-10	4 3-5	1 3-5	19 53	6 25
Theresa,.....	6	4	1 5 1-4	436	408	848	.....	.....	.....	2 5 1-4	4 3	2 2-5	19 00	4 60
Trenton,.....	11	6	1 7 1-3	337	302	639	.....	6	19 5 3-4	1 2-3	5 5-8	11 57	17 70	.....
Westford,.....	5	1	1 6 1-4	103	98	201	.....	5	.....	8 5-6	1 5-6	4 5-12	22 00	13 87
Williamstown,...	6	2	1 7 1-2	357	333	690	.....	.....	8 7 1-16	4 9-16	3 1-6	19 25	8 75	.....
Beaver Dam City,	1	.....	8	455	436	891	.....	.....	.....	.....	.....	55 00	24 00	.....
DOOR—	148	1 94	8 4 8-4	8,179	7,479	15,658	.....	99	142	4 3-4	2 3-4	4 1-4	\$23 50	\$12 86
Otumba,.....	6	.....	3 7-12	104	101	205	.....	2	1 2 5-12	4	.....	3 3-8	\$25 00	\$14 50
Forestville,.....	1	.....	.....	26	17	43	.....	.....	.....	.....	.....	.....	.....	.....
Chambers' Island,	1	.....	.....	15	3	18	18	1	1	.....	.....	.....	15 88	.....
Gibraltar,.....	4	.....	.....	62	58	120	.....	.....	4	3	.....	3	25 00	16 50
Brussels,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Clay Banks,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Liberty Grove, *	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington,.....	1	.....	5	40	42	82	.....	.....	5	3	.....	2	25 00	8 00
DOUGLAS—	18	.....	4 1-4	247	221	468	18	3	2 3 1-3	3 1-3	2 1-2	2 1-2	\$22 72	\$3 00
Superior,.....	1	.....	.....	43	61	104	.....	.....	.....	4 1-2	.....	12	.....	\$27 00
Pokagama,.....	1	.....	.....	31	16	47	.....	.....	3	5	.....	.....	25 00	.....
Nemadji,.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
DUNN—	3	.....	.....	74	77	151	.....	.....	.....	3 1-4	5	12	\$25 0	\$27 00
Menominee,.....	6	2	.....	52	45	97	.....	3	1 1 8-10	1 1-2	4 1-4	4 1-4	\$38 00	\$19 25
Eau Galle,.....	1	1	4	33	31	64	.....	2	1 2 5-8	1 1-2	2 1-2	2 1-2	22 00	17 00
Rock Creek,.....	3	5 1-3	25	20	45	2 3 8-10	2 1-3	16 66	21 00
Peru,.....	3	1	2 1-4	21	12	33	2 1-7	3	3 3-4	21 33	14 00

*No Report.

Table No. V.—continued.

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<i>Dunn—continued.</i>																
Spring Brook, ...	5	...	1	...	3	76	47	123	...	3	...	2 1-10	8-10	3	\$30 00	\$13 60
Dunn,	5	...	1	...	6	57	62	119	1	...	2 4-10	3 6-10	18 20	16 00
	22	3	4	1	8 3-4	264	217	481	...	8	5	2 1-2	1 3-4	3 1-2	24 03	16 17
EAU CLAIRE—																
Brunswick,	3	...	1	...	3 1-3	43	42	85	2 3-4	...	3 1-3	...	13 58
Bridge Creek, ...	3	6 1-3	73	48	121	5 1-3	3 1-2	3	27 50	19 50
Pleasant Valley, ..	2	...	1	...	3	13	18	26	2	3	...	18 33	...
Half Moon,	4	5 2-5	102	74	176	...	2	3	1 4-5	1 4-5	3 3-5	30 00	13 20
Eau Claire,	8	4	6 3-4	110	106	215	4 1-2	2 3-4	3 1-4	23 50	22 50
North Eau Claire,	1	3	15	25	40	...	2	3	...	20 00
	21	4	2	...	4 1-2	356	307	663	4	4	3	4	2 1-2	3 1-3	24 83	17 75

Table No. V.—continued.

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Grant—continued.																
Hazel Green,....	7	4	530	474	1,004	..	6	4	4	3	\$32 00	\$20 00
Hickory Grove,...	4	..	3	5	119	114	233	..	4	4	3	3	17 00	8 00
Jamestown,....	4	4	284	276	560	..	4	7	6	3	32 00	17 00
Lancaster,....	14	..	4	5	506	300	806	4	4	3	28 00	19 00
Liberty,....	4	..	2	4	92	89	181	..	2	4	4	4	17 00	13 00
Lima,....	4	..	2	3	192	212	404	4	3	4	22 00	12 00
Little Grant,....	3	..	3	5	100	107	207	175	2	4	3	3	20 00	10 00
Marion,....	8	..	1	6	167	187	354	3	3	3	25 00	11 00
Millville,....	13	1	3	7	325	289	614	..	1	4	4	4	25 00	10 00
Muscoda,....	4	..	2	6	119	131	250	..	2	5	3	3	28 00	16 00
Paris,....	4	..	1	5	186	126	292	6	3	3	25 00	15 00
Patch Grove,....	4	..	4	7	218	204	422	..	4	5	3	4	24 00	14 00
Platteville,....	8	..	1	6	584	503	1,087	1	3	3	30 00	18 00
Potosi,....	8	..	4	6	523	523	1,046	578	7	4	5	2	27 00	16 00
Smelter,....	5	..	2	6	280	200	480	4	6	2	21 00	15 00
Wingville,....	2	..	4	5	186	117	283	3	3	2	25 00	18 00

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. p's Dist. which have not rep.	No. School Houses in Joint Dist.	Average No. of Months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age.	No. of Children over 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male teacher.	Average No. of months Schools have been taught by a Female teacher.	Average amount of wages per month paid to Male teachers.	Average amount of wages per month pd. to Female teachers.	
GREEN LAKE—cont'd.																	
Mackford,.....	5	..	2	1	1	7 4-7	198	189	387	.....	12	11	3 11-14	8 9-14	8 13-14	\$26 12	\$15 20
Manchester,....	7	..	2	1	..	6 7-9	217	197	404	.....	3	2	5	3 2-5	5	24 00	11 50
Marquette,	2	..	..	..	..	8	80	70	150	.....	..	3	7 1-2	5	3	25 00	13 50
Princeton,	5	..	..	..	..	4 7 7-18	237	249	486	.....	5	9	4 5-9	3 2-9	4 8-18	19 50	10 55
Ste. Marie,	3	..	3	..	3	5 2-3	136	87	223	.....	5	2	4 1-2	2 7-12	3 1-12	19 75	10 20
Seneca,	3	..	3	..	3	5 1-3	98	96	189	.....	2	..	4 1-2	4	5	11 00	11 00
	54	..	35	4	28	6 8-4	2,277	2,226	4,503	.....	42	53	5	4 1-2	4 1-2	\$24 16	\$18 96
IOWA—																	
Arena,	12	3	5	..	3	5 1-2	232	196	428	.....	2	9	3 5-9	3	4	\$23 20	\$14 55
Clyde,	4	..	2	..	..	6 1-3	113	133	246	.....	2	1	4 1-5	3	4	16 50	12 50
Dodgeville,....	10	..	3	..	2	7	705	689	1,394	.....	10	12	4	4	4	27 00	19 00
Higland,	10	1	2	..	2	5 1-4	450	419	869	.....	1	..	3 1-2	4	1 1-2	24 50	17 75
Linden,	9	1	1	1	1	6 1-3	363	299	662	.....	6	7	3	2 3-4	2 3-4	27 31	14 00
Mifflin,	8	..	..	..	..	4 1-2	286	190	476	.....	1	4	5	3 3-4	1 1-3	24 27	10 67

Mineral Point,...	6	..	3	1	15	278	240	513	2	3	1	4	4	5	1	3	32	50	15	64
Mineral Pt. City,	9	632	597	1,229	642	15	2	4	6	8	9	9	4	5	50	00	25	00
Pulaski,	6	..	1	1	17	196	188	384	2	4	4	3	3	4	5	8	23	60	13	10
Ridgeway,	8	..	2	..	7	411	386	797	1	12	5	1	7	4	3	1	3	22	92	14	00
Waldwick,	7	..	2	..	6	206	185	391	286	4	.....	8	.....	.....	4	1	5	2	22	50	13	70
Wyoming,	5	..	2	..	17	145	141	286	.....	.....	.....	1	6	.....	6	.....	2	.....	21	14	15	68
JACKSON—	85	5	23	2	10	6	1-3	3,663	7,675	928	42	55	4	.....	4	1-2	4	1-4	\$26	28	\$15	46
Albion,	5	..	...	...	...	3	6-26	175	359	359	12	4	.....	3	6-26	3	4	5-6	\$17	43	\$13	25
Iring,	3	..	...	...	5	62	52	114	114	.....	.....	.....	3	8	4	1	4	5-6	20	00	9	83
Bristol,	5	..	1	1	5	98	97	195	195	2	.....	4	5	7	11	4	9-22	29	00	14	00	
Hixton,	4	..	...	...	5	62	65	127	127	4	.....	5	4	3	4	1	3	4	23	00	12	87
Springfield,	2	1	...	...	3	17	12	29	29	.....	.....	.....	2	1	2	.....	3	.....	.....	.....	7	00
Northfield,	2	...	...	...	3	20	18	38	38	.....	.....	.....	3	.....	3	1-2	.....	.....	.....	.....	14	06
Alma,	5	..	...	...	4	100	90	190	190	2	.....	6	4	1	2	3	4	5	30	20	12	70
Manchester,	1	..	...	...	8	33	27	60	60	.....	.....	.....	8	.....	4	.....	4	.....	19	06	12	00
JEFFERSON—	27	1	1	1	4	567	545	1,112	1,112	20	.....	19	4	1	2	2	1	2	\$23	11	\$11	90
Axtalan,	9	..	4	..	4	203	165	368	.....	.....	.....	.....	5	4	9	3	3	2-3	\$21	33	\$9	00
Cold Spring,	7	..	3	..	1	147	141	288	.....	2	.....	3	2	4	1	1	2	5	20	88	8	74
Concord,	11	..	6	..	5	299	266	585	.....	3	.....	2	4	1	1	2	5	8	23	12	11	27
Farmington,	12	..	4	..	2	867	365	792	.....	2	.....	1	5	2	12	3	1	3	18	00	12	00
Hebron,	7	..	3	..	2	206	194	400	.....	6	.....	8	4	.....	4	3	2	7	22	66	8	83
Ixonis,	11	..	5	..	3	355	361	716	.....	4	.....	6	3	7	11	2	1	2	13	72	11	81
Jefferson,	16	..	4	..	2	591	481	1,072	.....	4	.....	11	4	2	16	3	16	2	21	93	9	00
Kooskonong,	11	..	6	..	2	393	371	764	.....	6	.....	8	5	8	11	4	4	.....	21	00	8	47
Lake Mills,	11	..	9	..	5	305	289	594	.....	9	.....	8	4	.....	2	4	11	4	20	33	11	00
Milford,	16	1	8	..	1	297	308	605	350	8	.....	1	.....	1	1	2	3	2	9	13	6	50
Oakland,	11	..	6	..	7	215	213	428	.....	.....	.....	16	3	4	1	3	8	11	13	60	11	30
Palmyra,	11	..	7	..	8	363	380	693	.....	1	.....	16	3	4	1	3	8	11	23	00	11	50
Sullivan,	11	..	6	..	3	37	287	654	.....	20	.....	3	4	6	11	5	2	4	13	69	9	91

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
JEFFERSON—continued																	
Sumner,	3	..	1	..	17 1-3	82	94	176	..	..	..	1	4 2-3	4 1-6	3 1-6	\$21 33	\$8 33
Waterloo,	13	..	9	..	27	267	288	555	..	5	5	5	4 3-5	2 1-2	4 1-2	27 05	10 62
Waterloo Village,	1	..	1	..	19	..	87	96	..	..	..	..	..	..	..	..	..
Watertown,	12	..	3	..	6 1-2	489	448	937	10	10	4	6 3-12	2 1-6	4 1-3	12 16	12 25	..
Watertown City, .....	..	..	..	..	10	..	..	2,698	739	..	..	..	..	..	..	..	..
	173	1	85	..	37 7 1-2	4,946	4,601	12,332	1,184	80	75	4 2-3	3	3 3-4	\$18 93	\$10 00	..
JUNEAU—																	
Armenia,	3	..	..	..	5	51	48	99	..	1	..	..	4	3	4	\$20 00	\$16 00
Necedah,	2	..	..	..	5	85	84	169	..	..	..	..	3 4-6	3 1-2	3	20 00	12 00
Germanstown,	6	..	1	..	5 1-3	189	152	291	..	1	..	..	3	3 1-2	3	23 00	11 00
Clearfield,	3	2	2	..	6	8	6	14	..	2	..	..	5	3	3	12 00	7 00
Orange,	3	1	1	..	5 2-3	32	25	57	..	2	..	..	5	3 2-3	2	19 88	5 66
Fountain,	3	..	..	..	4 2-4	57	63	120	..	..	4	4 3-4	1 1-2	3 1-4	19 00	7 25	..

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age, who have attended School.	No. of Children under 4 years of age, who have attended School.	No. of Children over 20 years of age, who have attended School.	Average No. of months Child- ren between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
KENOSHA—continued.															
Somers,.....	7	..	6	1	241	223	464	.....	.....	1	4 3-4	4 1-7	4 4-5	\$29 28	\$16 62
Brighton,.....	6	..	5	1	268	208	476	.....	.....	6	3	3 1-3	4	23 00	11 00
	79	..	22	2 10	2,635	2,449	5,084	820	9	50	5 3-4	4 3-7	4 2-3	29 82	14 64
LA CROSSE—															
La Crosse City,...	1	..	..	..	595	530	1,125	.....	.....	..	..	10	10	60 00	28 00
Campbell,.....	4	3	..	..	80	68	148	.....	6	..	..	4	5	35 00	25 00
Jackson,.....	4	..	2	..	99	95	194	.....	1	3	5 1-4	3	3 2-3	18 25	11 40
Burns,.....	5	..	..	..	141	111	252	.....	4	1	6	2	4	16 00	10 60
Berrie,.....	4	..	1	..	165	179	344	.....	..	2	..	..	..	19 33	13 60
Holland,.....	3	..	..	..	67	45	112	.....	2	1	3	3 1-2	3 1-3	25 00	14 00
Farmington,....	5	3	1	..	126	103	229	.....	1	3	6	4 1-2	2 1-2	20 00	16 00
Neeshanic,.....	7	..	..	..	91	102	193	.....	1	2	..	2	5	17 50	18 75
Bangor,.....	5	..	1	..	187	118	255	.....	4	6	3	2 1-2	3 2-5	18 00	13 40

Onalaska,	3	..	1	..	7	162	151	318	.....	6	3	3	5	21 00	14 50
Greenfield,	3	..	.....	..	5 1-3	145	136	281	.....	5	.....	7	1 1-3	29 50	18 00
	44	6	6	..	7 1-4	1,808	1,638	3,446	.....	24	4 3-4	4	4 1-4	25 41	16 20
LAFAYETTE—															
Argyle,	10	2	3	..	1 4-2-3	230	210	440	.....	3	4	2 3-4	2	15 62	12 48
Belmont,	7	1	2	..	5	90	98	188	.....	4	3 3-4	4	3 3-4	27 28	16 38
Benton,	5	..	3	..	2 7 1-3	446	443	894	.....	3	4 5-8	3	4 1-3	25 87	19 20
Elk Grove,	4	..	3	..	2 5 2-3	251	204	455	.....	1	2 1-3	3	2 1-2	24 16	17 20
Centre,	9	2	2	..	2 5 1-3	373	305	678	.....	11	3 8-9	1 8-9	3 1-2	22 60	12 10
Fayette,	9	..	..	..	1 4 1-2	215	207	422	.....	.....	2 3 2-9	1 4-9	3	20 66	10 66
Grafton,	7	1	4	..	7	211	188	399	.....	11	6 5 7-8	1 7-8	5 1-8	18 20	11 60
Kendall,	6	..	..	..	6 5-6	240	203	443	.....	5	3 5-6	2 5-6	3 1-2	26 60	18 16
New Diggings,	4	..	1	..	5	490	288	778	.....	.....	4 1-8	4 1-3	3	21 66	24 00
Shullsburg,	5	1	2	..	7 1-2	441	443	884	.....	2	4 2-5	5 1-8	6 1-4	31 87	18 75
Wayne,	5	..	3	..	1 5 4-5	137	139	276	.....	5	2	3 1-5	3	18 50	9 66
White Oak Sp'gs,	3	..	1	..	5	125	96	221	.....	4	5	4	2 1-2	27 50	18 50
Willow Springs,	9	..	..	..	5	181	200	381	.....	7	3 2-9	2 8-9	2 2-9	15 25	13 20
Witka,	12	..	2	..	4 4 1-2	351	297	648	.....	6	12	2 6-7	3 1-5	21 28	11 89
Monticello,	3	..	2	..	2 6	99	99	198	.....	2	4 1-4	4	4	24 50	16 25
	98	7	28	..	15 5 1-4	3,880	3,425	7,305	.....	56	3 1-4	3	3 1-4	14 74	15 38
LA POINTE—															
Bayfield,	1	..	..	..	5 1-2	33	34	67	.....	.....	.....	4 1-2	1	25 00	33 83
Bayport,	1	..	..	..	.....	14	24	38	.....	.....	.....	.....	.....	.....	.....
La Pointe,	1	..	..	..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	3	..	..	..	5 1-2	47	58	105	.....	.....	.....	4 1-2	1	25 00	33 83

* This Town reports also 150 Indian Children. No School has been taught the past year.

LAFAYETTE—

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LA POINTE—

Table No. V.—continued.

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MANITOWOC—																		
Buchanan,	9	4 3-5	205	191	396	..	2	2	2 4 1-4	4 3-5	\$21 80	..
Cato,	6	..	4	4 1-5	243	241	484	..	2	1	4 1-2	1 1-10	3 1-10	..	25 83	\$18 00
Centerville,	5	4 4-5	224	202	426	3 1-5	4 1-5	3-5	..	20 92	17 00
Cooperstown,	9	1	1	1 4	209	216	425	..	3	5	..	2	2	..	16 66	12 50
Eaton,	5	4 3-5	92	79	171	..	1	..	4 3-5	..	4 3-5	14 00
Franklin,	4	..	2	1 1-2	210	176	386	4	3 1-2	4	..	19 00	17 00
Gibson,	6	..	1	5 1-2	162	126	288	..	1	..	5 1-2	1 1-2	4	..	19 00	14 55
Kosuth,	5	5 3-10	265	273	538	..	1	..	3 3-5	3 1-10	2 2-10	..	23 81	18 00
Manitowoc,	4	1	7 1-8	665	591	1,256	..	12	1	6 5-6	7 1-3	7 1-3	..	35 00	22 66
Manitowoc Rapids	6	5 7-12	276	309	585	..	2	2	7 7-12	1 5-6	3 9-12	..	32 50	17 40
Maple Grove,	4	1	1	1 3-4	141	112	253	..	3	..	4 1-2	2 3-4	3	..	16 50	16 00
Meeme,	6	1	5 4-5	225	166	391	..	2	..	5 1-10	4	1 4-5	..	18 80	10 00
Minicott,	3	..	1	1 4 1-7	204	220	424	3 1-7	1 5-12	2 3-7	..	21 00	16 83
Newton,	8	4 4-5	285	280	565	4	4 4-5	25 40	..
Rockland,	3	..	2	3	86	96	182	..	2	..	3	1 1-2	1 3-4	11 78
Schleswig,	4	3 1-4	96	82	178	3	1 1-2	1 3-4	..	16 00	16 75

Two Rivers,.....																														
7	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
87	4	12	...	...	...	...	...	...	...	...	...	...	...	4,012	3,768	7,770	.....	41	26	4	1	2	2	1	2	1	2	1	2	1
MARATHON—																														
4	1	...	...	...	...	...	...	...	...	...	...	...	...	96	119	215	.....	.....	.....	1	3	8	1	2	1	4	4	4	4	4
2	...	...	...	...	...	...	...	...	...	...	...	...	...	26	9	44	4	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	...	...	...	...	...	...	...	...	...	...	...	...	...	10	3	13	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1	...	...	...	...	...	...	...	...	...	...	...	...	...	18	12	25	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
2	...	...	...	...	...	...	...	...	...	...	...	...	...	41	46	87	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
10	1	...	...	...	...	...	...	...	...	...	...	...	...	185	199	884	10	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
MARQUETTE—																														
5	...	...	...	...	...	...	...	...	...	...	...	...	...	124	113	237	...	1	2	7	...	...	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	97	84	181	...	1	3	3	1	2	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	99	79	178	...	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
7	...	...	...	...	...	...	...	...	...	...	...	...	...	147	113	260	...	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
12	...	...	...	...	...	...	...	...	...	...	...	...	...	183	147	310	...	2	9	4	...	...	...	...	...	...	...	...	...	...
1	...	...	...	...	...	...	...	...	...	...	...	...	...	126	105	231	...	2	6	3	...	...	...	...	...	...	...	...	...	...
9	...	...	...	...	...	...	...	...	...	...	...	...	...	100	99	199	...	2	1	3	...	...	...	...	...	...	...	...	...	...
6	...	...	...	...	...	...	...	...	...	...	...	...	...	148	150	298	...	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
5	...	...	...	...	...	...	...	...	...	...	...	...	...	141	144	285	...	8	3	5	4	5	...	...	...	...	...	...	...	...
3	1	...	...	...	...	...	...	...	...	...	...	...	...	50	55	105	...	2	2	7	...	...	...	...	...	...	...	...	...	...
3	1	...	...	...	...	...	...	...	...	...	...	...	...	87	71	158	...	2	2	2	1	2	...	...	...	...	...	...	...	...
4	...	...	...	...	...	...	...	...	...	...	...	...	...	92	82	174	...	4	4	4	1	2	...	...	...	...	...	...	...	...
5	1	...	...	...	...	...	...	...	...	...	...	...	...	60	48	108	...	2	3	8	...	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	...	...	...	...	...	...	...	...	126	113	239	...	1	1	7	...	...	...	...	...	...	...	...	...	...
78	2	39	...	...	...	...	...	...	...	...	...	...	...	1,580	1,403	2,963	.....	33	86	4	3	4	...	...	...	...	...	...	...	...
MILWAUKEE—																														
5	...	...	...	...	...	...	...	...	...	...	...	...	...	366	311	677	676	.....	1	5	9	1	1	...	...	...	...	...	...	...
9	506	479	985	978	5	2	4	6	4	1	1	1	1	1	1	1	1
10	556	522	1,073	1,076	2	1	5	3	7	2	1	7	5	6	7	2	1

Table No. V.—continued.

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MILWAUKEE—cont'd.																	
Granville,.....	10	..	2	568	533	1,101	1,092	3	6	3	3 1-2	2 1-3	21 88	\$11 17	
Lake,.....	7	..	2	487	359	796	791	..	5	2 8-9	4 5-9	2 2-9	23 14	10 52	
Oak Creek,.....	9	..	1	436	440	876	866	12	8	6 1-10	5 1-2	2 2-5	20 00	19 75	
Milwaukee,.....	9	7	462	936	936	7	5 4-9	1 5-9	19 56	3 56	
Milwaukee City,	6	10	7,855	14,033	8	10	10	39 45	15 74	
	68	..	21	..	9	7	11,186	20,482	6,404	22	23	5 1-4	5	3 1-2	24 77	13 30	
MONROE—																	
Adrian,.....	1	..	2	..	1	77	59	136	3 2-3	3 2-3	2 1-2	16 50	15 33	
Angelo,.....	2	..	2	66	79	145	4 5-8	2 1-2	7 1-4	14 00	10 25	
Clifton,.....	1	..	1	20	15	35	35	3	3	..	16 00	8 00	
Eaton,.....	1	17	10	27	5	..	6	..	18 00	
Glendale,.....	2	..	2	46	40	86	2 1-5	8-5	2 2-5	15 00	13 00	
Leon,.....	5	1	2	118	84	202	4 1-4	4 1-4	4	25 15	12 00	
Le Roy,.....	1	..	2	32	43	75	6	1	1	6	4	4 1-2	12 50	12 00	

Table No. V.—continued.

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OUTAGAMIE—con.																		
Greenville,.....	8	..	2	1	..	5 1-10	190	171	361	9	..	10	4	1-2	4 3-5	23 00	\$12 30	
Hortonia,.....	4	..	1	7	141	106	247	5 1-2	6	4	23 33	15 00	
Kankana,.....	3	..	2	..	2	8	190	153	343	5	..	1	5 1-5	6	2	21 80	5 40	
Liberty,.....	1	..	3	..	2	5	37	25	62	1 3-4	2 3-4	2 1-4	32 67	14 00	
Osborn,.....	1	8	10	18	
	58	..	13	1	7	5 2-3	1,610	1,416	3,026	25	..	21	4	2 2-3	3 1-2	\$25 81	\$18 55	
OZAUKEE—																		
Belgium,.....	8	3	6 5-8	544	497	1,041	5 1-4	5 1-2	1 1-8	\$18 12	\$17 60	
Cedarburg,.....	6	..	4	..	1	8 1-6	599	658	1,257	8 1-6	7 1-3	4	23 64	13 57	
Fredonia,.....	8	..	3	..	1	4	398	388	786	3	..	3	4 5-6	4	4	20 50	11 66	
Grafton,.....	5	..	2	6 6-7	419	355	774	5	..	5	4 4-7	4	2 6-7	20 14	11 14	
Mequon,.....	13	..	2	8	683	707	1,390	681	4	9	5 1-2	8	5 1-3	23 00	15 33	
Pt. Washington,...	5	..	2	..	2	5 3-7	584	457	991	6	4 3-7	3 6-7	2 2-7	18 93	16 12	

Saukville,	8	8	3	...	5 3-8	387	348	685	....	15	.....	5 3-8	4 5-6	4 1-3	21 62	13 40
	53	16	6	6 1-3	3,514	3,410	6,924	681	32	17	.....	5 1-4	5 1-4	3 1-4	20 85	14 12
PEPIN—																
Albany,	8	1	1	1	3	16	16	32	32	1	.....	3	...	8	.....	8 17
Hear Creek,	3	1	1	1 3 1-4	69	55	124	.....	2	.....	.....	3 1-4	3 1-4	3 1-8	18 33	15 33
Frankfort,	2	...	...	2 1-4	53	61	114	114	2	2	.....	2 1-2	2 1-2	2	27 50	16 00
Lima, .....	...	3	...	6 1-2	20	21	41	41	.....	2	2	3	3 1-3	8	15 88	11 00
Pepin, .....	...	...	...	6	138	134	272	272	12	1	7	.....	7	7	35 00	22 00
Stockholm,	1	1	1	3	19	27	46	.....	.....	.....	.....	3	.....	.....	.....	.....
Waubeek,	1	2	...	3 2-3	33	33	66	57	.....	1	3 2-3	1	2 2-3	2 2-3	22 00	14 66
	10	1	8	1 4 1-2	348	347	695	516	16	7	4	2 3-4	2 3-4	3 1-2	23 64	14 53
PIERCE—																
Pleasant Valley, ..	3	1	...	8 1-2	54	40	94	.....	1	.....	4	4	2	5 1-2	30 00	14 33
Perry,	2	1	1	6	21	24	45	.....	1	1	3	3	3	3	16 00	14 00
Hartland,	2	1	...	4 1-2	12	15	27	.....	.....	.....	4 1-4	.....	.....	.....	.....	15 50
Trimbelle,	3	1	1	1	43	51	94	.....	2	.....	5 1-4	3	4 5-8	4 5-8	18 00	15 25
Trenton,	1	...	...	6	16	14	30	.....	2	6	6	3	3	3	20 00	15 00
Isabelle,	1	...	...	8	19	24	43	.....	2	4	6	8	8	.....	.....	25 00
Oak Grove,	3	1	...	9	38	38	76	.....	4	1	2 1-2	3	9	9	25 00	15 50
Prescott (City), ..	1	...	...	...	194	152	346	.....	10	1	.....	8 1-2	8 1-2	8	45 00	23 00
Clifton,	4	2	1	...	63	51	114	.....	4	1	3 1-3	3	3	3	25 00	11 00
River Falls,	4	1	3	2	113	119	232	.....	.....	.....	6 1-3	4	4	4	31 50	13 08
Martel,	3	1	2	6	67	55	122	.....	.....	.....	.....	.....	.....	.....	11 66	11 66
Diamond Bluff, ...	3	...	...	3	37	26	63	.....	4	.....	1 1-3	1	2	2	14 10	16 33
	30	5	9	2 3 5	677	609	1,286	.....	30	13	4	4	4	4 1-4	23 84	15 80
POLK—																
Alden,	3	1	...	3 1-2	26	27	53	.....	.....	.....	3	1 1-2	1 1-2	2	21 57	16 00
Farmington,	2	1	...	4	36	25	61	.....	.....	.....	.....	1-2	1-2	3 1-2	20 00	11 00
Oaseola,	3	...	...	4 1-3	59	63	152	.....	14	4	3	2	2	2 1-3	30 00	16 50

Table No. V.—continued.

Names of Counties and Towns.	No of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. p's Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age, who have attended School.	No. of Children under 4 years of age, who have attended School.	No. of Children over 20 years of age, who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.
<i>Polk—continued.</i>																	
St. Croix Falls,...	2	..	..	..	..	5	59	48	107	..	..	..	3 1-2	..	5	..	\$20 62
Stirling,	10	2	..	..	..	4 1-5	210	163	373	14	4	4	3 1-6	1 1-3	3 1-3	\$23 86	16 03
PORTAGE—																	
Amherst,	2	..	3	..	..	5 1-5	65	66	131	..	..	..	4 1-4	1 3-5	3 3-5	8 60	8 30
Almond,	4	..	3	..	..	4 6-7	76	69	145	..	..	..	3 5-7	6 7-4	4	5 85	8 14
Belmont,	8	..	..	..	..	4	100	88	188	2	..	..	2 7-8	1 1-8	2 6-8	7 88	9 28
Buena Vista,	4	..	1	..	..	4 3-5	77	79	156	..	..	..	3 4-5	1 1-5	3 2-5	7 20	8 20
Lanark,	5	2	..	..	..	2 4-5	57	53	110	..	..	..	2 2-5	4 5	2 1-5	9 60	4 85
Linwood,	3	2	1	..	..	5	18	15	83	..	..	..	1 5	1 1-2	3 1-2	14 00	5 86
New Hope,	5	..	..	..	..	3 4-5	87	66	153	..	..	..	1 1-5	1 1-5	2 3-5	5 60	9 00
Plover,	3	..	5	..	..	6 5-8	168	165	333	..	1	2	6 1-4	1 1-8	5 1-2	20 55	12 63
Pine Grove,	3	1	4	..	..	1 3 4-7	78	56	129	..	1	2	3	3	3 1-2	18 00	9 88
Stockton,	5	..	4	..	8	5	126	85	211	..	3	2	4 1-2	1 7-9	3 2-9	15 40	8 66

Stevens Point.....	1	2	3	30	11	41	1	3	3	3	3	19 33	19 16
Stevens Pt City,	6	3	3 10	206	182	388	4	3	3 2-3	6 1-3	10	82 66	19 16
Hull,.....	2	.....	3 4-6	88	86	174	.....	3	4 1-6	1	3	16 00	11 50
Rau Pline,.....	2	.....	3	15	6	21	.....	3	.....	.....	3	.....	6 50
1 RACINE—	51	5	26	1,186	1,027	2,213	12	13	3 1-2	1 1-2	3 1-3	15 10	8 87
Racine,.....	13	2	4	258	225	483	5	9	7 1-9	4	4 1-3	21 15	14 06
Mt. Pleasant,.....	4	6	5	297	249	546	.....	12	.....	5 2-5	5 2-5	23 30	15 70
Caledonia,.....	6	5	1	368	303	671	10	5	.....	3 5-7	4 7-8	24 14	14 30
Raymond,.....	8	5	1	252	225	477	9	12	3 1-2	2 8-9	4 1-3	23 16	14 00
Yorkville,.....	5	8	3	272	246	518	2	11	4 3-4	3 2-3	4 3-4	24 66	14 63
Dover,.....	6	3	1	261	215	476	1	11	3 1-2	3 2-5	3 2-5	21 68	12 44
Norway,.....	3	3	1	202	170	372	.....	10	4 1-8	1 1-6	5 1-2	19 00	14 47
Rochester,.....	3	4	2	191	185	376	4	9	7 4-7	4 5-7	4	23 50	9 14
Waterford,.....	6	3	.....	308	314	622	1	3	7 1-8	4	5 3-8	24 00	13 70
Burlington,.....	5	4	1	433	430	863	2	6	4 7-9	4 3-4	4	24 43	11 36
Racine City,.....	1	.....	1 10	1,467	1,549	3,016	6	7	4 3-4	10	10	57 50	28 33
60	2	45	19	7 1-3	4,309	8,420	40	95	5 1-5	4 2-3	5 2-3	26 04	14 75
RICHLAND—	4	1	.....	44	33	77	.....	.....	2 1-2	8	3	16 00	14 00
Akan,.....	5	2	3	125	106	231	.....	10	4	3 1-3	3	19 75	14 00
Bloom,.....	5	1	2	156	185	341	2	4	4	3	4 3-4	19 00	14 84
Buena Vista,.....	5	1	3	104	88	192	.....	1	3	3	3	21 00	11 75
Deyton,.....	6	2	3	184	191	375	1	204	3	2	1	21 00	14 37
Eagle,.....	7	4	3	189	101	290	49	4	3	3 1-2	4	18 00	12 34
Forest,.....	6	1	1	185	96	281	2	.....	4	2	3	21 00	10 00
Henrietta,.....	6	1	1	205	158	363	5	9	4	2	3	13 00	8 00
Ithaca,.....	5	2	2	146	98	244	.....	8	2 1-2	2 1-2	1 1-2	18 55	13 77
Marshall,.....	5	1	3	136	138	274	.....	3	.....	.....	.....	21 35	11 00
Richmond,.....	7	1	1	195	158	353	1	3	4	2 5-8	2	12 76	7 29
Rockbridge,.....	5	3	3	126	101	228	6	4	3	3	3	19 66	9 00

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. of School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children, over 4 and under 20 years of age, who have attended School.	No. of Children under 4 years of age, who have attended School.	No. of Children over 20 years of age, who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month pd. to Female Teachers.	
RIOGLAND—continued.																		
Richland,.....	5	..	5	2	2	3	204	173	377	377	1	3	2 1-2	2	2	2	\$19 00	\$11 60
Sylvan,.....	7	1	..	..	..	4	106	85	191	191	4	4	3	2	2	2	18 08	8 20
Willow,.....	4	..	3	..	3	3	88	74	162	162	7	2	3	1 1-2	2 1-2	2	14 70	6 60
Westford,.....	4	..	3	..	3	4	105	83	188	188	7	2	3	1 1-2	2 1-2	2	15 32	11 00
	89	5	36	431	4 1-4	2,298	1,968	4,166	3,718	80	260	3	2 1-2	2 3-4	2 3-4	2	18 01	11 16
ROCK—																		
Avon,.....	7	..	4	..	3	7-11	206	192	398	398	..	2	5 5-11	1 3-8	5 1-5	9 22	10 63	
Beloit,.....	5	..	4	..	1	8 1-2	165	149	314	314	3	4	4 4-7	6 1-3	6 1-2	40 37	19 97	
Beloit, city,.....	2	..	..	..	9	1-8	627	695	1,322	1,322	..	6	8 1-4	10	10	80 00	28 10	
Bradford,.....	4	..	8	..	3	6	216	191	407	407	6	11	7 5-7	4	8 5-7	22 86	12 71	
Clinton,.....	4	..	7	..	3	2-11	317	297	614	614	2	11	4 1-4	3 1-5	5	24 11	14 80	
Centre,.....	3	..	8	1	2	8 1-4	222	186	408	408	8	5	6 2-15	3 2-6	5	16 75	12 33	
Fulton,.....	8	..	8	..	3	7	342	336	678	678	5	4	5	5	5 1-4	28 12	12 04	
Harmony,.....	8	..	1	..	1	8-9	184	167	351	351	2	5	8 3-9	3 3-9	3 4-9	22 55	13 65	

Johnstown,.....	7	..	4	1	8	236	228	464	.....	8	10	5	1-2	3	5	3-22	13	72	12	27	
Janesville,.....	5	..	4	2	7	194	152	346	.....	4	1	5	1-4	3	6-7	3	5-7	23	78	11	64
Janesville, city,	1	..	..	..	12	1,760	1,929	3,689	.....	..	..	..	..	..	..	..	..	62	50	24	40
Lima,.....	4	..	11	8	7	2-3	232	186	418	2	12	6	..	3	1-6	4	9-20	22	27	11	34
La Prairie,.....	3	..	7	4	6	2-7	162	149	311	3	7	4	4-7	3	1-2	4	5-7	23	75	15	23
Milton,.....	5	..	5	..	7	1-3	314	268	582	..	4	..	..	..	..	..	..	24	62	14	61
Magnolia,.....	5	..	4	2	7	2-3	235	215	450	6	11	4	6-10	3	1-6	4	4-10	24	11	14	33
Newark,.....	8	..	1	..	7	238	203	441	.....	7	10	4	2-9	3	7-12	4	2-9	21	33	10	37
Porter,.....	5	..	4	3	7	8-9	271	272	543	11	11	6	1-3	3	5-9	4	7-9	27	12	13	50
Plymouth,	4	..	5	2	7	1-3	249	207	456	10	18	3	2-3	4	3	1-4	..	24	00	14	75
Rock,	7	..	6	1	7	3-8	248	201	449	5	20	4	1-8	4	3-26	3	4-13	18	20	9	90
Spring Valley,...	5	..	4	2	6	5-7	215	207	422	5	15	6	1-6	1	7-9	5	2-5	18	53	17	11
Turtle,.....	6	..	5	2	8	..	251	275	526	6	13	7	4-5	3	4-7	4	..	32	81	19	00
Union,.....	10	..	1	1	7	1-7	315	305	620	1	19	5	1-10	3	3-10	3	4-5	24	92	13	25
	116	..	96	1	44	7	7,199	7,010	14,209	94	197	5	..	3	1-2	4	3-4	27	73	14	78
CROIX—																					
Hudson, city,....	1	..	..	..	9	258	280	538	.....	1	2	..	..	..	..	..	..	50	00	28	00
Rush River,....	3	..	..	..	7	34	31	65	.....	1	..	4	1-3	3	..	..	..	20	00	14	00
Eau Galle,.....	1	..	2	2	3	1-3	19	9	28	..	..	3	..	..	..	..	..	..	..	..	..
Erin Prairie, ..	3	..	..	..	4	42	36	78	5	..	..	4	4	4	..	..	..	20	00	14	00
Malone,.....	4	..	1	..	4	65	49	114	.....	..	..	4	1-5	2	1-10	2	2-5	21	25	10	00
Ceylon,.....	2	..	..	..	4	1-2	42	83	75	..	..	3	1-4	..	..	4	1-2	..	..	..	..
Hammond,.....	4	..	..	..	4	47	46	93	.....	2	..	..	..	4	3	..	..	35	00	15	62
St. Joseph,....	1	..	..	4	4	36	28	64	.....	2	..	4	..	..	..	..	..	..	..	..	..
Somerset,.....	4	..	..	3	1-2	60	58	118	.....	2	1	2	1-2	2	1-4	3	..	..	..	..	..
Richmond,.....	2	1	1	1	..	41	14	55	.....	2	4	5	2	1-2	3	..	..	33	33	17	00
Hudson,	4	1	..	4	3-4	..	..	68	.....	..	..	..	..	..	..	..	..	34	00	..	..
Troy,.....	3	..	..	..	4	1-3	45	40	85	..	3	4	1-2	3	..	..	..	16	00	14	66
Star Prairie,...	4	3	1	..	4	39	26	65	.....	..	..	3	1-2	2	1-4	3	..	36	00	20	00
Pleasant Valley,	1	..	3	3	6	1-2	54	29	83	1	1	3	1-2	3	..	22	50	13	00
	37	5	8	..	6	4	2-7	782	679	1,529	9	11	3	7-10	3	1-2	3	28	80	16	25

Table No. V.—continued.

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SAUK—																
Spring Green,...	9	..	2	..	6 2-7	168	157	825	..	3	1	3 3-4	1 1-14	5	\$10 58	\$14 28
Troy,	3	..	6	..	3 4 5-6	167	127	294	3	3 1-3	1 7-9	2 5-6	12 22	9 50
Prairie du Sac,...	6	..	4	..	1 5 2-3	313	274	687	..	10	5	3 8-9	3 1-9	2 5-9	21 55	9 47
Bear Creek,...	6	..	2	..	2 6	108	101	204	..	7	3	3 1-3	1 5-8	4 3-8	9 00	8 25
Franklin,	5	..	4	..	1 3 2-9	105	108	208	..	8	2	2 2 3-4	1 2-9	2 2-9	6 33	6 15
Honey Creek,...	5	..	5	1	3 4	204	169	878	..	5	6	1 1-10	2 2-5	1 3-5	14 80	6 94
Kingston,	6	..	3	..	1 6 7-8	178	169	847	..	3	6	3 2-3	2 1-9	4 6-18	14 28	11 19
Merrimac,	6	..	3	..	1 7	141	131	272	..	2	1	4 1-7	1 9-14	5 4-14	9 71	13 32
Washington,	6	..	2	..	1 5 1-2	235	202	437	..	7	6	4 5-11	1 6-11	4 5-11	7 92	11 91
Westfield,	6	..	3	..	1 6	137	115	253	..	2	2	4 5-9	2 8-9	3 1-9	16 52	9 89
Freedom,	5	..	1	..	6 1-12	116	103	219	..	3	1	4 5-12	1 4-13	4 1-3	7 67	12 63
Baraboo,	6	..	4	..	7 4-5	392	399	791	..	3	6	4 6-5	2 2-5	5 4-10	11 53	12 52
Greenfield,	4	..	3	..	2 6	136	114	250	..	2	7	5 4-7	1 2-7	4 6-7	10 14	13 44
Reedsburg,	6	..	4	..	2 7	254	231	485	..	3	21	4 9-10	3 4-5	4	18 90	8 90
Excelsior,	6	..	5	..	2 4 2-8	185	129	264	..	1	..	4 2-3	1 2-3	3	20 00	12 80
Fairfield,	4	..	3	..	5 5-14	188	106	244	..	9	5	3	23 48	14 14

Table No. V.—continued.

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	No. of Dist. which have not Rep.	No. of parts of Districts.	No. P's Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of wages per month paid to Male Teachers.	Average amount of wages per month paid to Female Teachers.															
SHEBOYGAN—con. Sheboygan Vill., Wilson,.....	1	1	1	18	170	199	360	360	1	5	3-4	8	7	3-4	19 00	19 00														
	5	1	1	16	218	218	436	436	3	3	5-6	15-6	8	1-3	24 00	15 33														
	108	1	30	12	6,065	4,902	9,968	9,968	95	95	4	3	4	1-2	25 63	13 82														
TREMPELEAU— Arcadie,..... Caledonia,..... Gale,..... Preston,..... Sumner,..... Trempeleau,	1	1	1	6	28	24	52	52	1	1	3	1-3	6	6	13 25	13 25														
	2	2	1	16	59	43	102	102	4	4	2	1-3	5	5	25 00	14 66														
	4	1	1	5	76	73	149	149	1	1	3	1-3	4	4	20 00	18 00														
	4	1	1	4	57	43	100	100	2	2	4	2	2	2	21 00	11 33														
	2	1	1	3	7	11	18	18	2	2	1-4	1-4	3	3	9 00	9 00														
	6	2	1	16	145	120	265	265	6	6	3	2-3	4	4	23 79	18 80														
	19	1	4	1	372	314	686	686	13	13	3	2-5	1	4	22 48	14 00														

WALWORTH—

Sharon,.....	9	..	5	..	37 5-7	391	343	784	.....	4	8	5 1-2	3 5-7	4	19 71	12 57
Darien,.....	5	6	7	..	8 1-2	305	264	569	.....	2	2	5	4	4 1-2	23 83	10 76
Richmond,.....	6	6	6	..	2 6 1-4	206	195	401	.....	4	2	4 1-2	2 3-4	4 1-12	15 75	11 35
Whitewater,.....	6	..	7	..	1 11 2-3	662	549	1,211	.....	1	8	6	5 2-3	6	35 66	14 50
Walworth,.....	6	6	5	..	3 8 9-11	263	267	530	.....	2	9	8 11	3 7-10	5 2-11	18 00	11 00
Delavan,.....	6	6	4	..	9 2-10	479	468	945	.....	3	10	4 1-10	4 1-10	5 1-10	25 90	11 40
Sugar Creek,....	5	5	5	..	1 7 3-8	223	200	423	.....	6	10	3 7-10	2 1-5	5 1-6	20 50	10 50
La Grange,.....	4	4	6	..	4 8 4-10	259	255	514	.....	.....	7	5 1-2	4 5-24	4 2-10	22 18	9 90
Linn,.....	6	6	5	..	2 7 6-11	203	188	391	.....	.....	1	4 5-11	2	5 6-11	19 83	10 55
Geneva,.....	5	5	8	..	5 7 5-13	405	407	812	.....	2	8	4 8-5	3 7-26	5 3-26	17 69	9 88
La Fayette,.....	6	6	6	..	4 7	225	218	443	.....	3	8	4	3	4	16 04	6 35
Troy,.....	5	5	7	..	1 2 8 3-4	250	231	481	.....	3	12	6 1-2	3	5	23 00	16 00
Bloomfield,....	5	5	5	..	2 7 6-10	261	195	456	.....	4	10	5 1-5	3 8-10	4 3-10	19 55	8 87
Hudson,.....	8	3	3	..	3 6 7-10	306	266	572	.....	3	7	5 1-2	3	3 7-10	23 00	10 27
Spring Prairie,...	11	1	1	..	2 8 3-10	279	254	533	.....	1	2	.....	4 3-10	4	21 80	8 10
East Troy,.....	5	4	4	..	8 6-10	326	313	639	.....	1	5	5	4 1-2	4 1-3	24 61	11 00
Elk Horn,.....	1	..	..	..	.. 10	161	203	364	.....	.....	5	4	10	10	47 50	51 50
	99	..	84	1	1 84 8	5,204	4,314	10,018	.....	39	109	4 1-5	4	4 3-4	23 21	13 20

WASHINGTON—

Addison,.....	8	..	1	..	2 6	418	376	784	.....	.....	.....	3	3 7-16	2 1-2	22 00	15 00
Barton,.....	6	6	2	..	7 3-8	243	196	439	.....	6	9	3 7-8	3 5-8	3 3-4	24 28	14 55
Erin,.....	6	6	6	..	9	389	323	712	.....	7	8	6	7	2	23 00	10 00
Farmington,....	7	4	4	..	1 7	347	330	677	.....	2	6	.....	3	4	23 00	12 00
Germanatown,....	8	4	4	..	2 5 3-4	553	482	1,045	.....	4	2	4 7-12	5	0 11-12	26 98	12 50
Hartford,.....	8	4	4	2	1 7 1-5	518	456	974	.....	5	2	5 2-5	4	6	19 22	11 81
Jackson,.....	9	3	3	..	2 6 3-4	383	321	709	.....	8	1	6 3-4	5 3-4	1	20 00	12 00
Kewaskum,.....	5	1	1	..	1 6 2-3	200	151	361	.....	5	17	4 5-6	1 5-6	4 5-6	19 33	10 93
Folk,.....	6	4	4	..	6 2-5	557	466	1,023	.....	.....	.....	4 3-10	5 1-2	0 7-10	26 73	15 30
Richfield,.....	5	7	7	..	5 6	431	398	879	.....	.....	43	5	4	3	23 00	13 00
Trenton,.....	4	..	6	..	5 7	301	337	638	.....	5	.....	7	2 1-2	4 1-2	20 00	11 00

Table No. V.—continued.

Names of Counties and Towns.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	No. of Children over 20 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age, have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
WASHINGTON—con.															
Wayne,	6	..	3	..	314	310	624	.....	6	.....	31.2	41.2	41.2	\$20 00	\$12 50
West Bend,	4	..	4	..	296	296	592	.....	1	3	45.8	21.2	51.4	27 25	14 17
	81	..	51	222	5,005	4,462	9,467	.....	49	91	48.4	4	3	22 67	12 67
WAUKESHA—															
Vernon,	6	..	3	2	196	215	411	398	7	10	41.3	33.8	32.3	22 89	11 04
Brookfield,	9	..	6	3	418	333	751	.....	9	8	62.5	32.5	3	25 93	11 66
Menomonee,	6	..	6	4	410	820	51.2	.....	29	6	51.2	51.2	6	25 25	15 29
Oconomowoc,	5	..	7	3	432	387	819	.....	2	11	58.5	3	51.2	14 87	12 17
Delafield,	6	..	5	2	271	293	564	.....	12	21	41.2	43.4	31.3	20 45	9 12
Mukwonago,	4	..	5	1	269	281	550	.....	13	7	64.5	21.3	41.3	24 71	16 25
Genesee,	6	..	7	..	347	360	697	.....	5	32	64.7	41.2	3	25 00	14 88
Eagle,	3	..	6	2	269	243	512	.....	7	6	81.3	6	31.3	26 88	10 11
Muskego,	5	..	6	..	318	265	583	.....	7	6	63.4	31.7	31.2	24 83	15 33
Summit,	3	..	7	..	253	224	477	398	11	9	4	41.3	31.5	30 50	14 83

New Berlin,.....	6	..	8	..	2	7 1-2	401	891	792	.....	2	7	4 7-9	3 8-9	3 1-2	24 66	12 27
Ottawa,.....	8	..	6	..	3	7 1-5	238	224	452	.....	.....	6	4 8-9	6	8 8-7	23 75	9 28
Waukegan,.....	7	..	7	..	3	7 1-2	640	625	1265	.....	16	7	5 3-4	4 1-2	4 3-4	31 00	14 10
Pewaukee,.....	9	..	4	..	..	7 7-9	815	280	595	.....	6	8	5	4 1-8	4 1-9	31 75	15 75
Lisbon,.....	5	..	6	..	1	8 1-7	209	289	578	.....	2	27	5 1-3	4 1-2	4 2-5	29 90	12 97
Merton,.....	2	..	9	..	4	8 1-2	372	325	697	.....	30	8	6	4	4 1-2	30 00	14 00
WAUPACA--	85	..	97	..	30	7 1-2	5,498	5,135	10,563	736	158	178	5 1-2	3 3-4	3 7-8	25 74	13 08
Dayton,.....	7	..	2	..	1	6 1-3	177	137	314	.....	2	3	4 1-4	3 4-9	2 8-9	19 06	9 75
Farmington,.....	6	..	..	..	..	6	141	106	247	.....	2	4	4 3-5	4 1-8	3 2-3	15 25	7 50
Scandinavia,	5	..	1	..	..	3 4-5	108	107	215	.....	1	2	3	.....	3	.....	11 09
Iola,.....	2	..	..	..	..	5 1-4	88	100	188	.....	3	.....	5 1-4	2 1-4	3	30 00	15 00
Lind,.....	10	..	3	..	..	6 2-5	200	155	355	.....	4	2	3 2-5	2	2 4-5	19 14	10 63
Waupaca,.....	3	..	4	..	..	6 2-7	181	187	368	.....	2	2	5	3 1-7	4 4-7	21 40	10 93
St. Lawrence,.....	2	..	2	..	..	5 1-2	107	91	198	.....	5	.....	3 3-4	1 1-2	4	13 00	15 00
Weyauwega,	3	..	1	..	..	5 4-5	288	262	545	.....	8	2	5 1-2	4 1-2	4 7-9	27 50	12 08
Royalton,.....	3	..	2	..	..	6 4-5	109	93	202	.....	1	.....	3	3 1-3	4	23 23	11 10
Little Wolf,.....	4	2	2	1	..	3	27	25	52	.....	.....	.....	2 2-5	3	3	30 00	8 00
Union,.....	3	..	..	..	..	3 1-3	17	10	27	.....	.....	.....	2 4-5	1 1-3	2	26 00	10 50
Caledonia,.....	2	1	2	..	..	5 1-3	51	57	168	.....	1	1	2	2	5	15 50	13 50
Mukwa,.....	5	..	2	..	1	7 1-3	196	211	407	.....	5	2	4 1-2	4 1-3	3	26 50	12 66
Lebanon,.....	4	..	..	..	..	3 3-4	57	89	96	.....	3	.....	3 3-4	3	3	17 00	11 66
Bear Creek,.....	3	..	..	..	..	8	25	22	47	.....	.....	.....	8	.....	8	.....	8 00
WAUSHARA--	67	8	21	1	2	5 1-2	1,767	1,602	3,369	.....	87	16	4	3	3 2-5	14 50	11 14
Bloomfield,.....	6	..	..	..	..	5 1-8	114	80	194	194	.....	8	3 1-2	3	2 1-3	18 89	12 00
Coloma,.....	2	1	3	..	..	2 4-4	68	71	139	139	3	.....	2 3-5	2 1-2	2 1-4	20 00	9 00
Dacotah,.....	2	..	6	1	6	6	106	87	193	183	2	6	4	2 1-2	4 1-2	16 00	13 00
Deerfield,.....	2	..	3	..	3	5	41	43	84	84	.....	1	4	3	.....	11 00	6 00
Hancock,.....	5	1	6	..	6	4 1-3	90	55	145	145	2	.....	3 1-2	.....	4 1-2	.....	10 00

WINNEBAGO—

Algoma,.....	6	3	7 5-6	137	276	276	276	9	14	6	3 1-5	4	24 60	12 70
Black Wolf,.....	5	1	5 3-4	105	241	241	241	3	4	4 3-4	1 1-4	2 5-8	20 25	9 66
Clayton,.....	4	5	6 5-9	188	398	398	398	9	8	4 7-9	3 1-3	3 5-9	17 57	10 05
Menasha,.....	8	5	4 2-8	280	561	561	561	8	8	4 3-4	3 3-4	3	23 11	13 50
Neenah,.....	7	5	7 1-7	264	569	569	569	8	8	5 3-4	3 3-7	5	18 78	10 00
Nekimi,.....	8	3	5	208	400	400	400	5	7	5 1-8	3 1-4	4 1-2	19 75	14 50
Nepesun,.....	10	4	2 3 2-6	183	351	351	351	.....	.....	6	3 2-3	3 2-3	24 66	14 50
Oakkoah,.....	4	3	6	139	247	247	247	.....	.....	6	3 1-7	3	22 00	7 50
Oakosh City,.....	1	.....	10	933	1,986	1,985	1,985	.....	.....	9 1-3	10	5	80 00	22 00
Orikula,.....	4	2	5	18	88	88	88	.....	.....	3 1-2	.....	5	.....	14 50
Omro,.....	4	9	3 7 1-2	459	822	822	822	2	30	5 3-4	4 3-5	5	25 50	15 33
Poygun,.....	6	2	2 5	138	247	247	247	3	8	4 2-3	3	4 1-2	20 00	10 08
Rushford,.....	11	2	6 8	311	606	606	606	1	8	5	3 1-2	4 1-2	17 25	11 00
Utica,.....	5	5	1 8	231	426	426	426	2	10	6 2-5	3 3-5	5 1-9	19 95	10 50
Vinland,.....	4	4	7 1-3	168	347	347	347	1	3	5 3-4	4 1-4	3 1-4	22 73	7 91
Winneconne,.....	3	3	2	220	431	431	431	15	3	7	3 1-3	4	21 83	11 66
Winchester,.....	7	1	5 1-7	216	400	400	400	3	2	4 2-7	2 5-7	2 3-7	20 20	12 20
	97	4	56	4,221	8,286	8,286	8,285	61	105	5 1-3	3 3-4	4 1-4	24 26	12 20

WOOD—

Centralia,.....	1	.....	8	53	97	97	97	15	.....	6	.....	8	.....	20 00
Dexter,.....	1	.....	3	35	57	57	57	.....	.....	3	.....	3	.....	12 00
Grand Rapids,...	5	1	6 1-2	116	207	207	207	5	.....	6 1-2	.....	6 1-2	23 75	20 00
Hemlock,.....	1	.....	6	19	44	44	44	.....	.....	6	.....	6	.....	20 00
Rudolph,.....	2	.....	4 1-2	32	60	60	60	.....	.....	4 1-2	.....	4 1-2	.....	.....
Saratoga,.....	3	.....	5 2-5	57	105	105	105	.....	.....	5 1-2	4 1-2	4	18 00	11 50
	13	1	5 1-2	312	570	570	570	20	1	5	4 1-2	5 1-3	18 00	17 45

TABLE NO. V.—RECAPITULATION.

Names of Counties.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. of School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. of months Children between 4 and 20 years of age have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
Adams,.....	62	1	29	2	16	9	1,370	1,218	2,588	29	83	8 1-2	1	4	\$28 07	\$9 53
Bad Ax,.....	77	7	36	5	18	3 1-2	1,741	1,621	3,362	52	56	3	2	2 1-4	17 93	10 80
Brown,.....	53	1	8	1	5	2-3	2,855	2,482	5,337	22	15	4 3-5	4	8	22 43	14 26
Buffalo,.....	26	3	8	3	3	6 1-2	568	443	1,001	33	16	6 1-2	5	6 1-2	25 44	10 80
Calumet,.....	52	2	6	3	3	5 1-3	1,288	1,215	2,503	32	14	4 1-2	3	4 1-4	22 95	12 64
Chippewa,.....	10	1	.....	.....	.....	6 1-4	193	217	410	2	3	4 1-2	2	5	30 00	18 53
Clark,.....	6	1	.....	2	1	5 1-2	183	79	212	2	3	2 1-2	2	4 1-4	20 41	19 92
Columbia,.....	133	1	56	5	6	4 1-2	4,571	4,362	8,933	91	185	4 1-2	3	8	23 10	13 88
Crawford,.....	83	1	27	2	14	4	1,598	1,453	3,051	43	36	3	2	3	15 81	11 03
Dane,.....	179	3	107	10	43	6 1-4	8,128	7,262	15,464	88	239	4 1-2	3	4	24 37	18 43
Dodge,.....	148	1	94	3	48	6 3-4	8,179	7,479	15,658	99	142	4 3-4	4	1 1-4	23 50	12 36
Door,.....	13	.....	.....	.....	3	4 1-4	247	221	468	3	2	3 1-8	3	2 1-2	22 72	13 00
Douglas,.....	8	.....	.....	.....	.....	.....	74	77	151	.....	.....	3 3-4	6	12	23 00	27 00
Dunn,.....	22	3	4	1	.....	3 3-4	264	217	481	8	5	2 1-2	1	3 1-2	25 00	16 17
East Claire,.....	21	4	2	.....	4 1-2	356	307	663	663	4	3	2 1-2	2	3 1-3	24 83	17 75
Fond du Lac,.....	133	3	67	3	16	7 1-2	6,823	5,954	12,777	91	144	5 1-4	4	4 3-4	23 69	11 90

Grant,.....	150	8	58	1	...	5	5,974	5,519	11,493	758	50	86	4 1-4	4	3	3	23 48	14 00
Green,.....	100	...	45	1	22	6	3,807	3,461	7,268	.....	52	121	4 1-4	3	4 1-2	3	20 08	10 67
Green Lake,...	54	...	35	4	23	6 3-4	2,277	2,226	4,503	.....	42	53	5	4 1-2	4 1-2	4 1-2	24 16	13 98
Iowa,.....	85	5	23	2	10	6 1-3	4,012	3,663	7,675	923	42	55	4	4 1-2	4 1-2	4	23 11	15 40
Johnson,...	27	1	1	...	...	4 3-4	567	545	1,112	1,112	20	19	4 1-2	3	2 1-2	4	23 11	11 96
Jefferson,...	173	1	85	...	37	7 1-2	4,946	4,601	12,332	1,184	80	75	4 2-3	3	3 2-4	3 2-4	18 98	10 00
Jeanau,....	66	6	29	4	12	5 1-5	1,567	1,408	2,965	.....	23	4	1 1-4	3	3 2-4	3 2-4	19 63	10 56
Keweenaw,...	29	5	...	...	...	4 1-4	1,040	900	1,940	.....	4	15	2	1 3-4	3 2-4	3 2-4	23 45	14 88
Kenosha,....	70	...	22	2	10	7 1-4	2,685	2,449	5,084	820	9	50	5 3-4	4	4 2-7	4 2-3	29 82	14 64
La Crosse,...	44	6	6	...	7 1-4	1,898	1,638	3,446	.....	...	24	36	4 3-4	4	4 1-4	4 1-4	25 41	16 20
La Fayette,...	98	7	28	...	15	5 1-4	3,880	3,425	7,905	.....	56	59	3 1-4	3	3 1-4	3 1-4	14 74	15 33
La Pointe,...	3	...	...	...	...	5 1-2	47	53	105	.....	...	1	...	4 1-2	1	25 00	33 33	...
Manitowoc,...	87	4	12	...	8	5	4,012	3,758	7,770	.....	41	26	4 1-2	2 1-2	2 1-2	2 1-2	15 78	15 66
Marathon,...	10	1	...	...	...	4 2-5	185	199	384	10	6	...	2 1-4	2 1-3	2 1-3	22 00	20 33	...
Marquette,...	78	2	39	5	30	5 3-4	1,590	1,403	2,963	.....	33	36	4 3-4	3 1-2	3 3-4	16 85	10 72	...
Milwaukee,...	68	...	21	...	9	7	11,186	9,296	20,482	6,404	22	23	5 1-4	5	3 1-2	24 77	13 30	...
Monroe,....	71	5	23	1	3	5	1,316	1,233	2,649	41	2	2	2	3 1-4	4 1-2	16 67	12 52	...
Oconto,....	19	...	...	...	4	7	507	408	916	556	7	14	7	6	4	37 20	19 20	...
Ontario,....	58	...	13	1	7	5 2-3	1,610	1,416	3,023	.....	25	21	4	2 2-3	3 1-2	25 81	13 55	...
Osaukee,...	53	...	16	...	6	1-3	3,514	3,410	6,924	681	32	17	5 1-4	5 1-4	3 1-4	20 85	14 12	...
Pepin,.....	10	1	8	1	1	4 1-2	348	347	695	516	16	7	4	2 3-4	3 1-2	23 64	14 53	...
Pierce,....	38	5	9	2	3	5	677	609	1,288	.....	80	13	4	4	4 1-4	23 84	15 80	...
Polk,.....	10	2	...	...	...	4 1-5	210	163	373	.....	14	4	3 1-6	1 1-3	3 1-3	23 86	16 03	...
Portage,...	61	7	26	1	9	3 1-3	1,186	1,027	2,213	.....	12	13	3 1-2	1 1-2	3 1-3	15 10	8 87	...
Racine,....	60	2	45	...	19	7 1-3	4,309	4,111	8,420	873	40	95	5 1-3	4 3-5	5 3-5	26 04	14 75	...
Richland,...	89	6	36	4	31	4 1-4	2,288	1,868	4,166	3,718	80	260	3	2 1-2	2 3-4	18 01	11 16	...
Rock,.....	116	...	96	1	44	7	7,193	7,010	14,209	.....	94	197	5	3 1-2	4 3-4	27 73	14 78	...
St. Croix,...	37	5	8	...	6	4 2-7	7,782	679	1,529	5	9	11	3 3-4	3 1-2	3 1-3	28 80	16 25	...
Sauk,.....	117	2	70	3	28	5 1-2	3,617	3,303	6,620	.....	86	91	3 3-4	1 2-3	3 3-4	12 34	10 59	...
Shawano,...	7	3	3	2	2	6 1-3	81	74	155	155	1	...	5	5	4	25 00	17 62	...
Sheboygan,...	103	1	30	...	12	6 3-4	5,065	4,903	9,968	.....	95	34	4 1-2	3 1-2	4 1-2	25 63	13 82	...
Trempealeau,...	19	1	4	...	2	5	372	314	683	.....	13	11	3 2-5	1 3-4	4	22 48	14 00	...
Walworth,...	99	...	84	1	34	8	5,204	4,914	10,018	.....	39	109	4 1-5	4	4 3-4	23 21	13 20	...
Washington,...	81	...	51	2	2	6 3-4	5,005	4,462	9,467	.....	49	91	4 3-4	4	3	23 67	12 67	...
Waukesha,...	85	...	97	...	30	7 1-2	5,423	5,135	10,563	736	163	173	5 1-3	3 3-4	3 3-4	25 74	13 03	...

Table No. V.—Recapitulation—continued.

Names of Counties.	No. of School Districts.	No. of Dist. which have not Rep.	No. of parts of Districts.	No. of Dist. which have not Rep.	No. School Houses in Joint Dist.	Average No. of months Schools have been taught.	No. of Male Children residing in Town, over 4 and under 20 years of age.	No. of Female Children residing in Town, over 4 and under 20 years of age.	Total No. of Children residing in Town, over 4 and under 20 years of age.	No. of Children over 4 and under 20 years of age who have attended School.	No. of Children under 4 years of age who have attended School.	Average No. of months Children have attended School.	Average No. of months Schools have been taught by a Male Teacher.	Average No. of months Schools have been taught by a Female Teacher.	Average amount of Wages per month paid to Male Teachers.	Average amount of Wages per month paid to Female Teachers.
Waupaca,.....	67	3	21	1	2	5 1-2	1,767	1,602	3,369	.....	87	16	4	3	32.5	\$11 14
Waushara,...	78	2	65	3	33	5 1-3	1,903	1,675	3,478	.....	43	45	2 1-2	2 1-2	31.2	9 91
Winnebago,...	97	4	56	..	19	6	4,221	4,066	8,286	61	105	5 1-3	3 3-4	41.1	24 26	12 20
Wood,.....	18	1	..	..	..	5 1-2	312	258	570	20	1	4 1-2	4 1-2	5 1-1	18 00	17 45
	3,538	118	1,611	78	657	5 1-2	144,222	132,042	276,271	1,066	2,914	3 1-2	3 1-2	4	22 93	14 29

TABLE NO. 6.

TABLE No. VI.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining un- expended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Li- braries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
ADAMS—											
Adams,	\$113 34	\$248 00	.....	\$361 34	\$313 00	\$57 64	\$107 82	\$86 00	.....	\$36 00	\$112 00
Barton, . . . . .	.....	.....	.....	.....	32 60	.....	.....	.....	.....	.....	.....
Brownville, . . . . .	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Chester,	80 00	123 83	.....	203 83	318 59	.....	37 66	70 00	.....	140 00	37 50
Dell Prairie,	315 86	.....	.....	.....	779 76	.....	454 22	405 72	\$16 17	146 64	51 34
Easton,	181 88	.....	.....	.....	318 00	.....	42 62	131 00	.....	.....	8 50
Grand Marsh,	120 08	55 92	.....	195 86	426 13	.....	114 62	169 98	.....	250 00	28 32
Jackson,	124 80	54 56	.....	179 86	589 88	.....	283 03	315 61	.....	188 76	.....
Leola, . . . . .	.....	.....	.....	.....	62 00	.....	.....	46 84	.....	.....	.....
Monroe,	25 60	86 36	\$ 46 84	158 80	288 00	.....	.....	.....	.....	.....	.....
Newark Valley,	62 24	.....	.....	62 24	76 53	.....	12 49	46 11	.....	.....	.....
New Haven,	124 80	129 73	.....	254 53	442 00	503 94	66 54	130 75	.....	454 58	94 09
Preston,	58 08	35 34	.....	99 17	53 88	17 26	37 28	91 82	.....	105 00	1 26
Quincy,	113 28	12 10	.....	125 38	225 00	51 00	212 45	237 21	6 00	237 00	85 80
Richfield,	71 68	.....	.....	.....	312 90	.....	64 86	.....	.....	.....	120 56
Rome,	14 06	15 81	.....	29 89	31 96	18 00	.....	.....	.....	.....	.....

Strong's Prairie,...	114 56	79 43	317 99	322 00	51 65	39 24	122 31	.....	.....	.....
Springville,.....	178 84	.....	.....	649 00	127 14	.....	337 84	.....	365 00	35 25
White Creek,.....	59 52	50 00	127 02	257 00	25 55	237 66	187 79	.....	.....	.....
	1,678 65	891 08	2,115 01	5,441 86	1,270 79	1,710 49	2,379 08	22 17	1,952 98	569 42
BAD AX—										
Bergen,.....	36 42	.....	36 42	116 55	.....	10 90	.....	.....	150 00	.....
Christiana,.....	132 00	22 76	170 66	239 71	311 71	105 32	33 50	.....	356 50	160 00
Clinton,.....	11 82	75 00	86 82	75 00	.....	11 82	12 00	.....	10 00	5 00
Coon,.....	72 96	.....	72 96	153 00	.....	.....	.....	.....	110 00	.....
Franklin,*	343 52	.....	343 52	513 44	.....	60 12	36 00	.....	101 70	.....
Forest,.....	57 57	218 52	275 09	.....	46 00	215 99	150 00	.....	14 23	80 77
Greenwood,.....	74 01	185 61	259 62	290 56	.....	34 44	103 10	.....	46 75	.....
Hillaborough,.....	118 95	190 79	309 44	343 47	9 25	78 54	75 00	.....	125 00	1 87
Hamburg,.....	74 64	70 00	144 64	142 00	153 16	23 13	38 77	.....	51 93	117 63
Harmony,.....	60 83	64 99	125 92	246 80	14 35	48 00	55 00	.....	.....	20 00
Jefferson,.....	202 44	185 95	388 39	611 08	443 00	10 89	.....	.....	.....	418 00
Kickapoo,.....	183 12	51 52	231 99	538 79	83 00	108 42	226 00	.....	19 00	46 00
Liberty,.....	.....	32 89	71 77	180 42	.....	00 36	45 19	12 51	27 05	.....
Stark,.....	.....	.....	83 92	79 33	153 87	29 78	25 63	.....	271 36	45 64
Sterling,.....	111 51	160 28	290 79	319 00	137 05	225 96	19 00	.....	186 87	16 00
Union,.....	33 24	48 28	61 48	60 00	.....	5 83	60 00	.....	.....	10 00
Viroqua,.....	340 58	250 90	591 48	865 99	314 93	81 52	713 00	.....	414 50	.....
Wheatland,.....	101 99	156 00	257 99	424 23	73 81	218 34	130 50	.....	30 12	.....
Webster,.....	61 47	43 89	105 36	105 36	1 12	.....	52 58	.....	32 00	1 12
Whitestown,.....	26 98	31 97	58 95	72 00	93 50	.....	74 00	.....	.....	15 00
	2,044 05	1,789 35	3,967 11	5,376 73	1,839 75	1,209 36	1,849 27	12 51	1,938 01	937 03

* The Superintendent of the Town of Franklin has reported the State Fund and Town Tax together—County Fund \$185 66;
Town \$180 99.

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Liab- ilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Liab- ilities.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
BROWN—												
Bellevue,	\$177 92	\$71 00	.....	\$248 92	\$180 00	.....	\$42 43	\$207 95	\$71 00	.....	.....	.....
Depere,	80 64	32 66	.....	123 34	113 35	.....	.....	.....	105 00	.....	\$72 93	.....
Depere Village, ..	179 64	318 54	.....	493 18	290 00	.....	.....	.....	313 54	.....	407 60	\$156 77
Green Bay,	975 44	711 00	.....	975 44	949 32	.....	.....	6 76	60 00	.....	80 00	.....
Green Bay City, ..	1,286 88	628 00	.....	1,914 88	1,676 33	.....	.....	337 56	1,510 15	.....	.....	.....
Glenmore,	72 32	92 61	.....	164 93	162 00	\$50 00	384 31	.....	14 00	.....	.....	.....
Howard,	182 72	432 29	.....	971 31	580 30	10 56	102 80	178 45	263 30	.....	130 00	10 00
Howard Ft., Boro'	156 21	231 09	.....	525 77	260 00	11 00	221 80	32 92	129 50	\$25 00	90 00	104 29
Holland,	196 83	77 00	.....	196 83	422 91	18 45	.....	48 84	120 00	10 00	110 00	76 59
Lawrence,	137 60	10 50	.....	185 66	269 16	4 50	69 50	224 60	201 00	.....	59 50	3 00
New Denmark, ...	88 60	475 00	.....	180 22	318 00	20 00	14 00	32 73	260 00	30 00	250 00	96 16
Morrison,	48 64	.....	.....	107 20	186 00	.....	.....	.....	40 00	.....	.....	6 00
Preble,	86 45	.....	.....	86 45	86 45	.....	17 00	.....	66 55	.....	.....	.....
Pittsfield,	63 55	.....	.....	63 55	12 00	.....	.....	55 00	.....	.....	.....	.....
Rockland,	72 52	77 39	.....	149 91	277 00	.....	46 00	64 26	264 00	.....	.....	30 00
Suamico,	84 48	.....	.....	84 48	240 00	.....	13 25	7 03	26 00	.....	150 00	64 00

Wrightstown,	105 90	104 49	.....	210 80	357 54	.....	161 45	160 59	188 00	5 00	135 56	44 50
	3,996 34	3,256 57	.....	6,682 87	6,380 36	114 51	1,082 54	1,367 87	3,632 04	70 00	1,485 59	591 31
BUFFALO—												
Alma, .....	.....	132 00	.....	132 00	128 00	.....	.....	.....	128 00	.....	500 00	.....
Buffalo,	73 95	500 00	\$86 00	653 95	190 00	.....	.....	.....	190 00	.....	.....	500 00
Belvidere,	80 35	460 00	.....	540 35	120 00	.....	65 51	.....	120 00	.....	150 00	90 00
Cross,	55 00	75 00	.....	130 00	215 00	.....	14 00	.....	215 00	.....	.....	.....
Eagle Mills, .....	.....	150 00	.....	150 00	72 00	36 00	40 00	42 00	72 00	.....	.....	.....
Glencoe,	22 32	75 00	.....	97 32	80 00	.....	99 25	.....	80 00	.....	225 00	.....
Gilmanton,	19 76	64 00	.....	83 76	66 00	.....	18 00	18 00	64 00	.....	210 00	.....
Maxville,	67 20	51 50	.....	118 70	114 69	.....	257 73	.....	124 00	.....	146 12	.....
Nelson, .....	.....	40 00	.....	40 00	24 00	.....	16 00	.....	24 00	.....	.....	.....
Naples,	47 56	54 63	.....	102 19	111 00	.....	170 00	16 14	111 00	.....	150 00	20 00
Waumundee,	80 89	.....	.....	80 89	152 00	.....	32 38	12 00	152 00	.....	110 00	200 08
Buffalo City, .....	.....	519 51	.....	519 51	203 25	.....	56 31	260 50	208 35	.....	.....	220 00
	447 03	2,121 64	86 00	2,654 67	1,480 94	36 00	769 18	348 64	1,438 35	.....	1,491 12	1,030 00
CALUMET—												
Brillon,	35 20	614 84	.....	649 84	101 50	.....	198 54	405 40	298 14	.....	800 00	16 70
Brothertown,	255 48	274 86	.....	530 36	688 79	.....	198 51	140 87	205 00	25 00	150 00	151 00
Charlestown,	167 04	54 33	.....	221 87	784 00	.....	31 47	117 83	535 53	.....	.....	40 84
Chilton,	224 62	.....	.....	.....	705 85	12 63	45 00	20 01	869 60	.....	454 64	32 38
Harrison,	165 76	.....	.....	.....	804 20	.....	688 62	846 83	395 00	30 00	468 00	812 14
New Holstein,	193 20	112 50	.....	305 78	267 00	16 20	105 31	89 27	70 00	.....	.....	31 00
Rantoul,	84 26	7 71	.....	86 02	298 65	.....	23 30	2 80	815 25	.....	.....	33 00
Stockbridge,	240 64	.....	.....	240 64	410 54	.....	61 83	2 82	40 50	.....	50 00	7 50
Woodville,	82 00	22 00	.....	104 00	.....	.....	51 00	49 00	166 00	.....	.....	93 00
	1,448 20	1,086 26	.....	2,138 01	3,910 53	28 83	1,409 68	1,123 93	2,394 02	55 00	1,417 64	717 56

CALUMET—

Brillon,

Brothertown,

Charlestown,

Chilton,

Harrison,

New Holstein,

Rantoul,

Stockbridge,

Woodville,

Table No. VI.—continued.

Names of Counties and Towns.	CHIPPEWA—											
	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money pd. for Teachers' Wages.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Liabilities.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
Bloomer Prairie,.....	.....	.....	.....	.....	\$75 93	.....	\$125 00	.....	\$100 00	.....	\$400 00	.....
Chippewa Falls,.....	.....	.....	.....	.....	290 00	.....	.....	.....	150 00	.....	50 00	.....
Eagle Point,.....	.....	.....	.....	.....	210 91	.....	.....	.....	140 65	.....	.....	.....
La Fayette,.....	.....	.....	.....	.....	114 17	.....	.....	.....	291 00	\$18 00	300 00	.....
	.....	.....	.....	.....	691 01	.....	125 00	.....	681 65	18 00	750 00	.....
CLARK—												
Pine Valley,.....	\$77 61	\$125 52	.....	\$202 99	262 88	.....	.....	.....	232 50	.....	150 00	\$15 00
Levis,.....	11 00	156 48	.....	167 48	180 00	.....	8 00	\$29 48	.....	.....	.....	.....
Weston,.....	.....	.....	.....	.....	222 00	.....	.....	.....	.....	20 00	.....	70 00
	88 61	282 00	.....	370 47	614 88	.....	8 00	29 48	232 50	20 00	150 00	85 00

COLUMBIA—

Arlington,.....	160 44	239 31	466 26	1,196 21	651 76	.....	122 00	31 26	219 76	.....	330 00	246 50
Caledonia,.....	212 48	152 00	235 00	599 48	804 50	26 09	139 54	252 35	155 00	26 09	.....	60 00
Courtland,.....	266 24	294 51	100 00	1,614 78	831 00	.....	100 00	397 16	474 20	.....	572 00	7 83
Columbus,.....	471 70	444 83	2,947 00	459 53	1,427 75	10 00	2,431 58	363 34	1,427 25	.....	500 00	2,153 00
Dekorra,.....	264 32	188 81	563 34	996 47	1,121 06	.....	52 07	19 68	506 27	.....	.....	32 07
Ft. Winnebago,...	210 76	61 00	514 86	1,064 12	518 25	.....	42 81	62 80	416 02	16 00	262 00	98 33
Fountain Prairie,...	272 64	354 92	809 96	1,733 52	1,335 36	.....	339 06	202 67	597 46	.....	296 00	212 50
Hamden,.....	202 16	251 32	65 27	744 49	294 57	.....	24 00	13 73	294 57	.....	.....	24 00
Leeds,.....	206 06	299 99	182 15	758 20	641 00	.....	167 76	.....	109 57	.....	70 00	72 58
Lowville,.....	181 76	266 03	148 60	706 29	609 12	.....	12 00	.....	126 00	.....	110 00	28 50
Lodi,.....	295 04	305 82	662 38	1,673 72	1,033 60	.....	879 01	150 06	408 00	.....	410 48	254 38
Lewiston,.....	246 40	278 23	352 70	1,169 38	418 85	.....	360 70	97 55	329 00	.....	150 00	23 70
Marcellon,.....	257 28	176 59	373 27	877 14	648 09	.....	120 71	84 80	327 52	.....	70 00	45 75
Newport,.....	244 48	389 98	708 79	1,343 25	853 54	.....	472 01	67 74	309 00	.....	98 11	310 68
Osago,.....	265 00	180 54	827 08	1,273 22	726 68	.....	.....	221 66	300 75	.....	442 69	83 64
Pacific,.....	77 44	200 00	185 00	485 44	436 00	.....	104 59	69 95	23 00	.....	.....	185 00
Portage,.....	691 84	806 38	500 00	1,998 22	1,410 50	.....	349 55	.....	200 00	.....	.....	300 00
Randolph,.....	275 84	401 30	909 80	1,586 94	976 50	.....	297 04	.....	532 97	.....	.....	438 10
Scott,.....	212 48	370 87	500 90	1,084 25	726 62	.....	51 38	47 37	292 53	25 00	273 00	10 37
Spring Vale,.....	193 28	239 75	492 41	915 44	586 25	.....	55 82	77 66	307 66	10 00	122 43	42 82
West Point,.....	170 24	174 05	650 00	1,004 27	929 10	.....	234 52	161 11	630 00	.....	.....	74 90
Wyocena,.....	320 00	487 63	803 41	1,611 04	1,252 62	8 86	115 06	78 83	651 26	.....	23 90	128 25
	5,716 08	6,563 86	12,987 58	24,895 40	18,932 77	44 95	6,471 21	2,379 62	8,622 79	77 09	3,730 61	4,832 40

CRAWFORD—

Prairie du Chien,...	560 64	547 49	.....	1,108 13	1,738 30	.....	4,401 11	945 68	716 04	.....	3,575 00	121 82
Wauzeka,.....	61 22	.....	.....	61 22	204 00	.....	5 18	353 26	112 05	1 00	690 00	41 00
Eastman,.....	166 40	233 01	.....	399 41	543 00	.....	8 25	375 75	220 00	.....	480 00	84 00
Soneca,.....	113 92	41 52	.....	156 24	494 18	.....	254 92	.....	483 00	.....	140 25	268 00
Lynxville,.....	14 72	6 00	32 32	53 04	287 50	.....	.....	19 92	175 00	.....	225 00	146 00
Haney,.....	146 07	.....	.....	840 88	544 95	.....	410 45	146 11	259 00	.....	324 74	149 00
Scott,.....	122 25	343 55	.....	465 80	226 08	.....	119 20	94 82	180 00	20 00	50 00	126 00

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Liabilities.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
CRAWFORD—continued.												
Marietta,	\$135 69	\$60 00	.....	\$196 69	\$527 00	.....	\$79 97	\$305 78	\$275 00	.....	\$200 00	\$24 00
Freeman,	151 55	109 42	.....	418 60	603 93	.....	296 74	68 78	160 50	\$10 00	270 29	.....
Utica,	132 91	.....	.....	132 91	562 00	.....	.....	.....	254 45	.....	350 00	95 00
Clayton,	163 60	177 70	.....	341 30	415 50	.....	189 98	126 79	129 00	23 00	175 00	.....
	1,768 97	1,518 69	32 32	3,672 72	6,146 44	.....	5,705 80	2,436 89	2,994 04	54 00	6,480 28	1,054 82
DANE—												
Albion,	267 96	199 90	.....	467 86	1,100 37	.....	.....	40 41	185 61	.....	265 00	80 00
Berry,	131 20	200 00	.....	331 20	558 00	.....	.....	27 63	168 00	.....	175 00	25 40
Black Earth,	195 20	264 88	.....	459 58	572 00	\$15 00	.....	245 49	274 00	15 00	1,000 00	200 00
Blooming Grove,	167 04	258 67	.....	425 71	364 91	.....	84 23	133 97	280 00	.....	.....	69 63
Blue Mounds,	277 02	.....	.....	277 02	277 02	.....	.....	.....	126 00	.....	105 00	.....
Bristol,	432 97	386 63	.....	829 60	814 78	.....	314 67	127 24	.....	.....	200 00	116 50
Burke,	211 20	100 00	.....	311 20	718 50	.....	175 23	12 00	225 00	.....	164 70	.....
Christiana,	369 92	77 00	.....	447 52	1,092 21	.....	407 98	56 00	315 95	.....	.....	415 23

Cottage Grove,...	422 82	273 14	.....	696 09	880 00	10 00	147 30	192 19	124 83	.....	389 00	44 53
Cross Plains,....	289 86	112 49	.....	351 85	571 00	.....	254 50	281 00	157 00	.....	311 94	8 00
Dane,.....	234 88	127 00	.....	361 88	1,257 80	.....	307 62	181 92	780 45	.....	368 00	221 70
Deerfield,.....	208 00	97 72	.....	316 07	600 00	.....	63 31	66 67	130 00	.....	280 22	63 31
Dunkirk,.....	370 11	479 00	.....	566 00	247 30	10 00	112 38	.....	80 00	.....	89 00	15 00
Dunn,.....	211 83	486 36	.....	698 19	601 00	.....	70 21	189 06	27 00	48 02	21 03	50 63
Fitchburg,.....	424 16	.....	.....	424 16	1,041 50	37 76	205 13	188 43	755 50	.....	107 00	130 84
Madison City,...	1,620 16	.....	.....	1,620 16	5,500 00	.....	500 00	.....	5,500 00	.....	.....	500 00
Madison,.....	183 12	220 40	.....	353 62	586 00	.....	177 45	141 39	315 00	.....	550 00	124 50
Maro-Manie,....	191 36	.....	.....	1,085 25	948 50	20 00	66 71	149 89	396 00	40 00	217 00	187 40
Medina,.....	246 71	249 37	.....	496 08	763 72	.....	63 15	38 25	264 00	.....	.....	67 80
Middleton,.....	313 06	173 63	.....	232 44	1,248 42	.....	233 22	224 67	876 20	.....	64 00	157 73
Montrose,.....	217 60	200 01	.....	1,105 98	896 37	.....	170 62	53 90	163 81	10 00	81 25	132 59
Oregon,.....	288 99	568 40	.....	854 00	923 00	.....	661 42	308 84	484 95	.....	500 00	128 21
Perry,.....	144 00	69 38	.....	213 38	239 00	.....	28 11	39 25	60 10	.....	.....	25 51
Primrose,.....	223 36	150 90	.....	392 23	582 05	.....	171 02	72 30	269 61	.....	476 20	127 06
Pleasant Spring,...	818 72	164 63	.....	483 35	585 00	.....	93 63	171 18	140 39	.....	.....	59 19
Rutland,.....	435 41	793 78	.....	1,249 09	968 10	.....	202 17	106 62	538 45	.....	.....	256 75
Roxbury,.....	435 43	.....	.....	435 43	896 00	5 00	30 69	192 43	545 00	6 00	12 76	25 50
Spring Dale,....	203 52	265 50	.....	469 02	587 53	10 00	176 66	51 02	100 00	10 00	81 54	95 15
Springfield,....	251 62	.....	.....	258 56	934 00	.....	289 98	58 91	597 78	6 00	84 00	85 72
San Prairie,....	238 71	292 79	.....	531 50	753 00	.....	110 00	.....	57 00	.....	200 00	84 00
Vermont,.....	180 00	73 00	.....	203 00	842 00	.....	10 00	26 03	130 00	.....	.....	10 00
Verona,.....	437 50	.....	.....	437 50	824 00	.....	157 34	172 69	493 60	.....	.....	122 02
Vienna,.....	173 68	85 90	.....	259 58	616 00	.....	181 80	31 52	111 95	.....	.....	141 15
Westport,.....	195 84	175 00	.....	375 84	647 00	.....	84 33	.....	344 00	.....	.....	20 00
Windsor,.....	272 17	200 61	.....	472 78	783 72	.....	171 07	211 64	108 63	.....	34 93	184 20
York,.....	241 92	.....	.....	241 92	607 03	.....	474 80	103 15	410 94	.....	.....	73 00
	10,876 45	6,743 69	.....	18,966 29	30,826 83	107 76	6,196 98	3,895 35	15,527 33	133 03	5,767 57	3,988 25

DODGE—

Ashippun,.....	613 06	.....	.....	613 06	802 00	5 50	134 96	.....	484 29	.....	100 00	26 00
Beaver Dam,.....	349 44	461 82	.....	811 26	1,160 00	69 36	189 85	423 31	588 93	10 00	.....	197 67
Barnett,.....	233 60	138 75	.....	378 65	1,052 55	.....	139 92	73 08	206 35	.....	.....	86 52

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax Wages. and expended for Teachers' Li- braries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
<i>Donor—continued.</i>											
Calamus,	\$480 26	1,136 50	.....	1,616 76	1,016 00	\$17 00	\$110 00	\$100 86	\$566 06	\$400 87	\$107 00
Chester,	396 16	208 87	.....	605 04	1,665 16	.....	370 36	137 63	911 50	1,427 52	259 75
Clyman,	367 80	315 53	.....	683 33	1,526 13	31 74	155 87	312 35	522 26	205 00	433 99
Elba,	350 72	100 00	.....	450 72	1,069 68	.....	180 06	79 44	477 00	.....	138 71
Emmet,	376 96	317 50	.....	694 46	694 46	.....	.....	.....	232 06	.....	114 31
Fox Lake,	542 72	322 75	.....	865 47	2,037 00	1 65	313 70	84 24	1,314 70	895 51	167 45
Herman,	480 21	322 92	.....	803 13	804 25	45 12	28 53	182 90	11 60	240 00	48 25
Hubbard,	606 90	.....	.....	686 90	2,730 00	.....	445 71	71 54	2,088 21	42 00	116 58
Hustisford,	869 92	386 00	.....	705 92	1,029 61	31 73	127 95	217 18	392 85	195 50	117 96
Leroy,	257 63	675 47	.....	933 10	746 10	27 19	251 53	231 22	49 63	200 00	31 68
Lomira,	281 12	613 27	.....	874 39	1,092 63	.....	453 39	244 45	169 30	80 00	68 94
Lowell,	544 88	273 61	.....	828 49	1,632 75	.....	.....	.....	.....	.....	.....
Lebanon,	449 28	206 14	.....	655 42	756 48	67 66	95 50	42 15	131 00	.....	40 00
Oak Grove,	471 04	429 87	.....	900 41	2,389 20	3 50	81 56	202 11	807 71	594 04	73 59
Portland, .....	.....	.....	.....	667 26	760 14	.....	366 13	217 58	278 29	210 00	93 72
Rubicon,	515 20	338 57	.....	841 79	1,288 66	.....	161 82	317 14	301 42	.....	169 91

Shields,.....	333 44	336 25	.....	699 69	577 34	33 34	46 00	126 30	140 00	.....	260 00	46 09
Theresa,.....	955 04	.....	.....	935 04	1,055 00	29 86	270 62	205 82	214 12	11 50	182 50	147 42
Trenton,.....	416 64	239 25	.....	655 89	1,498 93	30 00	642 40	219 63	801 88	36 18	286 22	349 89
Westford,.....	120 23	167 94	.....	287 67	436 04	.....	105 55	207 71	300 68	.....	150 00	141 28
Williamstown,.....	483 96	230 16	.....	714 12	1,082 99	.....	191 50	131 10	432 05	.....	1,078 40	30 00
Beaver Dam City,	1,112 75	1,150 00	.....	2,262 75	2,487 86	.....	824 47	.....	1,150 90	.....	3,000 00	824 47
	11,088 96	8,388 67	.....	20,090 72	31,340 46	393 65	5,587 33	3,827 24	12,521 29	168 79	9,495 56	8,880 99
DOOR—												
Otumba,.....	143 05	61 09	678 97	883 11	320 04	.....	204 64	153 42	714 00	.....	595 00	632 00
Forestville,.....	.....	.....	.....	.....	95 00	.....	52 26	.....	.....	.....	200 00	.....
Chambers' Island,	65 82	50 45	.....	116 27	241 00	.....	148 88	319 46	377 00	5 00	771 88	250 00
Gibraltar,.....	.....	.....	.....	.....	94 00	.....	.....	.....	.....	.....	.....	.....
Washington,.....	208 87	111 54	678 97	999 38	750 04	.....	405 78	477 88	1,691 00	5 00	1,566 88	882 00
DOUGLAS—												
Superior,.....	93 44	500 00	.....	593 44	324 00	.....	241 74	400 80	*500 00	.....	.....	.....
Pokegama,.....	17 92	50 00	.....	67 92	50 00	.....	37 65	16 64	250 00	.....	.....	.....
Nemadji,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	111 36	550 00	.....	661 36	874 00	.....	279 39	417 44	750 06	.....	.....	.....
DUNN—												
Menomonee,.....	135 10	175 94	.....	311 04	262 00	.....	285 28	69 80	92 00	.....	800 00	.....
Eau Galle,.....	85 08	150 00	.....	247 57	145 39	.....	.....	102 18	75 00	.....	.....	.....
Rock Creek,.....	21 00	46 00	.....	86 00	282 00	.....	66 00	15 60	290 00	.....	610 00	59 00

* This amount expended for Teachers' Wages, and for other purposes.

Table No. VI.—continued.

Names of Counties and Towns	Dunn—continued.										Amount of money raised by tax and expended for other purposes.
	County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money pd. for Teachers' Wages.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Liabilities.	Amount of money raised by tax and expended on Sch'l Houses.
Dunn	\$32 84	.....	.....	\$32 84	\$264 00	.....	\$104 91	\$55 69	\$270 00	.....	.....
Peru,	92 00	\$160 04	\$237 19	479 20	295 19	.....	287 50	114 74	.....	.....	\$500 00
Spring Brook, ...	.....	.....	.....	990 85	618 10	.....	340 40	101 85	450 00	.....	450 00
Dunn,	316 02	622 94	237 19	2,141 50	1,766 68	.....	1,084 09	459 36	1,177 00	.....	2,360 00
EAU CLAIRE—	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Brunswick,	39 50	127 87	.....	167 37	139 00	.....	81 47	47 40	.....	.....	75 00
Bridge Creek,	43 44	123 94	.....	167 38	434 00	.....	86 80	88 99	200 00	.....	.....
Pleasant Valley, ..	30 23	.....	.....	30 23	15 23	.....	89 83	15 00	160 00	.....	125 00
Half Moon,	259 07	1,075 00	.....	1,334 07	647 50	\$5 00	461 00	407 12	555 00	.....	320 00
Eau Claire,	286 52	142 27	.....	428 79	623 00	.....	284 40	9 70	578 92	.....	236 65
North Eau Claire, ..	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	658 76	1,469 08	.....	2,127 84	1,758 73	5 00	1,003 50	568 21	1,493 92	.....	756 65
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	720 25

FOND DU LAC—

Fond du Lac, city,	1,176 96	5,496 40	1,648 28	8,321 64	4,501 77	.....	1,279 08	2,540 79	3,000 00	80 00	.....	1,341 40
Auburn,	248 32	447 09	.....	839 35	743 41	15 00	11 88	69 06	218 00	15 00	.....	42 50
Ashford,	390 40	395 88	703 51	1,489 29	978 41	.....	160 88	59 35	.....	.....	350 00	.....
Alto,	278 90	141 75	808 80	1,223 25	1,381 00	2 00	268 81	89 35	.....	.....	.....	198 00
Byron,	288 06	293 75	1,040 27	1,618 08	1,178 12	21 10	523 28	95 40	.....	27 00	300 00	173 00
Calumet,	352 00	190 73	635 00	1,177 73	881 25	10 00	167 16	385 86	.....	.....	200 00	145 00
Empire,	212 41	199 30	559 07	966 88	954 00	.....	75 52	.....	.....	.....	.....	.....
El Dorado,	395 92	452 25	445 16	1,203 33	834 10	30 00	269 38	170 45	150 00	20 00	211 00	64 16
Eden,	278 92	577 57	318 84	1,170 33	883 09	50 85	142 14	74 26	172 44	.....	88 39	58 01
Forest,	302 43	147 03	248 79	698 25	568 00	5 00	34 69	178 51	212 60	.....	.....	36 19
Friendship,	154 88	183 16	116 00	454 04	338 04	.....	.....	.....	95 00	.....	.....	21 00
Fond du Lac,	291 20	252 41	336 29	879 90	831 50	.....	62 43	119 73	244 00	.....	.....	92 29
Lamarine,	244 48	309 00	324 13	877 61	746 15	.....	26 00	.....	228 28	.....	.....	.....
Metomen,	375 68	231 42	2,279 96	2,897 06	1,493 13	20 00	413 11	422 25	1,493 13	20 00	308 00	478 83
Oakfield,	269 55	315 00	507 79	1,092 30	1,234 85	20 00	179 14	167 04	328 10	20 00	.....	159 75
Oscola,	206 09	247 93	577 90	1,030 92	607 03	.....	122 20	143 68	261 97	.....	202 00	113 93
Marshfield,	311 68	180 30	40 00	528 61	590 00	.....	.....	672 89	.....	.....	.....	40 00
Rosendale,	305 28	142 49	861 04	1,308 81	968 00	10 38	225 77	98 72	615 88	10 38	75 00	159 88
Springvale,	310 40	177 51	874 87	1,462 78	1,147 93	8 00	238 57	283 75	715 30	.....	68 00	191 37
Taycheedah,	378 12	359 38	673 14	1,453 64	1,029 52	2 63	320 94	654 07	494 95	.....	.....	178 19
Waupun,	446 72	252 63	1,340 64	2,037 18	1,234 48	6 00	406 41	65 46	598 68	6 00	427 52	308 44
Ripon,	192 00	116 00	2,061 40	2,369 40	895 50	.....	907 17	33 05	605 00	10 00	1,376 00	69 54
Ripon, city,	341 12	850 00	851 60	2,042 72	600 50	.....	293 50	40 39	588 00	.....	.....	.....
	7,646 52	11,948 43	17,852 54	37,137 10	24,639 28	206 96	6,128 06	6,264 06	10,015 23	202 38	3,605 91	3,871 48
GRANT*—												
Beetown,	292 66	307 10	.....	498 95	529 00	.....	34 78	54 72	266 12	.....	.....	34 28
Blue River,	66 50	.....	.....	66 50	66 50	.....	.....	.....	202 50	.....	10 00	2 00
Clifton,	236 65	134 31	.....	470 96	486 44	.....	131 15	.....	175 00	.....	75 00	76 00
Cassville,	329 26	992 94	.....	1,322 41	914 00	7 25	99 80	565 93	159 20	20 00	.....	.....

* There are probably a number of errors in the statistics of this county, as it is almost impossible in some instances to ascertain what the figures are.

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Li-braries.	Amount of money expended for other purposes.	Amount of money remaining un-expended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Li-braries.	Amount of money raised by tax and expended for Sch'l Houses.	Amount of money raised by tax and expended for other pur-poses.
GRANT—continued.											
Ellenboro',	301 69	.....	.....	\$429 00	\$567 00	\$22 40	\$168 63	\$187 60	.....	\$398 00	\$54 75
Fennimore,	262 17	183 90	.....	654 96	1,119 55	84 00	117 22	467 00	.....	110 00	62 00
Harrison,	600 85	842 75	.....	595 07	765 66	83 35	6 05	284 66	.....	75 00	30 00
Hazel Green,	122 00	74 90	.....	943 60	1,397 00	1,702 63	465 82	1,155 70	\$10 00	755 80	.....
Hickory Grove,	298 00	.....	.....	217 00	374 00	53 38	2 00	374 00	.....	53 30	.....
Jamestown, .....	.....	.....	.....	446 00	910 00	116 75	65 00	470 00	.....	.....	.....
Lancaster,	107 23	123 87	.....	600 78	.....	.....	.....	.....	.....	.....	.....
Liberty,	403 78	.....	.....	231 23	502 00	184 15	16 00	360 00	.....	.....	161 00
Lima,	117 90	62 62	.....	400 95	865 23	.....	113 10	323 00	.....	.....	101 50
Little Grant, .....	.....	.....	.....	180 52	180 52	.....	.....	.....	.....	.....	.....
Marion,	388 25	223 87	.....	612 12	455 46	243 01	125 03	500 00	.....	150 28	180 52
Millville,	127 92	.....	.....	154 36	1,049 18	43 50	.....	544 88	.....	705 00	.....
Muscoda,	262 87	183 05	.....	.....	662 10	25 00	.....	395 55	.....	300 00	15 00
Paris,	390 91	329 21	.....	720 12	461 85	.....	159 42	125 75	.....	.....	44 50
Patch Grove,	651 04	401 60	.....	.....	679 75	46 05	178 68	216 00	.....	51 40	.....
Platteville, .....	.....	.....	.....	1,051 64	1,271 62	32 50	218 72	107 85	.....	2,252 50	168 00

Potosi,.....	639 00	372 00	.....	1,001 10	1,788 00	.....	114 35	.....	358 29	.....	.....	97 13
Smelser,.....	286 87	160 09	.....	445 27	1,040 20	.....	163 80	.....	527 61	.....	79 46	.....
Wingville,.....	150 35	250 03	.....	401 53	553 03	.....	24 90	.....	331 00	.....	.....	.....
Watertown,.....	116 20	98 99	.....	.....	.....	.....	125 80	.....	36 00	.....	285 00	.....
Wyalusing,.....	133 75	137 35	.....	625 85	365 00	.....	98 38	.....	50 00	.....	38 00	25 88
Waterloo,.....	.....	.....	.....	195 52	383 00	.....	.....	.....	.....	.....	.....	.....
GREEN—	6,286 15	4,328 58	.....	12,864 93	18,386 00	52 25	3,428 50	2,439 78	7,817 51	30 00	5,558 24	1,042 64
Albany,.....	400 49	.....	.....	.....	1,267 01	10 79	194 48	208 55	640 37	5 00	1,027 54	155 53
Adams,.....	240 60	.....	.....	434 42	708 67	9 00	641 43	174 93	375 64	11 00	580 00	121 76
Brooklyn,.....	252 80	181 62	.....	.....	801 96	.....	56 50	.....	410 96	.....	.....	56 50
Cadiz,.....	280 11	152 88	.....	758 85	1,062 69	.....	123 88	29 02	218 22	.....	872 90	83 40
Clarno,.....	343 18	312 37	.....	700 24	1,183 80	.....	916 68	99 75	571 09	.....	600 00	235 00
Decatur,.....	227 88	250 47	.....	510 63	868 17	23 58	87 46	97 73	254 17	.....	200 00	.....
Exeter,.....	349 60	188 18	.....	530 77	1,327 04	.....	421 77	118 83	519 16	.....	.....	499 09
Jefferson,.....	225 92	227 12	.....	552 20	526 95	.....	57 63	131 85	102 90	.....	1,983 00	930 00
Jordan,.....	598 17	388 26	.....	956 00	3,525 40	.....	2,658 12	124 20	2,085 10	.....	400 00	.....
Monroe,.....	333 06	506 66	.....	839 72	1,066 00	.....	.....	.....	436 00	.....	79 00	94 00
Mt. Pleasant,.....	193 28	160 50	.....	353 78	701 50	.....	406 98	14 87	15 00	.....	131 50	188 00
New Glarus,.....	309 78	313 77	.....	623 73	1,070 82	.....	36 60	27 27	239 00	.....	448 86	115 06
Sylvester,.....	809 12	1,037 54	.....	482 12	865 60	.....	16 08	263 11	500 77	.....	4 25	100 85
Spring Grove,.....	.....	.....	.....	632 16	1,000 50	.....	142 18	139 24	70 86	.....	.....	10 00
Washington,.....	145 90	81 75	.....	227 65	322 50	.....	29 31	72 22	54 40	.....	.....	.....
York,.....	4,646 25	4,158 18	.....	7,602 27	16,233 01	43 37	5,788 48	1,506 57	6,487 14	16 00	6,337 05	2,646 19
GREEN LAKE—	452 48	2,800 00	301 00	3,553 48	2,150 00	.....	983 48	420 00	1,900 00	.....	250 00	650 00
Berlin City,.....	245 12	108 36	.....	853 48	353 48	.....	.....	.....	502 42	.....	75 00	102 75
Berlin,.....	251 50	117 38	.....	368 60	263 00	.....	20 71	304 45	647 08	.....	150 00	.....
Brooklyn,.....	471 79	.....	.....	471 79	899 50	10 00	138 70	127 93	278 50	.....	.....	165 00
Dayton,.....	268 16	849 63	.....	617 79	1,436 20	21 32	688 12	242 43	564 29	.....	458 00	207 17
Green Lake,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Libraries.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Libraries.	Amount of money raised by tax and expended for School Houses.	Amount of money raised by tax and expended for other purposes.
GREEN LAKE—con.												
Kingston,	140 07	65 40	.....	205 97	764 46	\$5 00	\$41 28	\$166 57	\$456 08	.....	.....	\$216 50
Kingston, (Village)	100 00	125 00	.....	225 00	200 00	15 00	50 00	103 00	100 00	.....	.....	35 00
Markesan (Village)	81 28	.....	.....	81 28	352 37	.....	87 10	.....	200 00	.....	.....	.....
Mackford,	243 81	191 32	.....	435 56	1,018 90	20 45	136 05	11 22	637 00	.....	.....	136 05
Manchester,	445 52	.....	.....	445 52	758 47	2 13	91 78	116 72	415 27	.....	.....	44 80
Marquette,	115 35	149 21	.....	264 56	341 00	.....	138 11	28 45	291 00	.....	.....	.....
Princeton,	378 88	203 75	.....	582 63	815 76	18 83	173 81	372 25	544 26	10 00	\$53 00	208 67
Ste. Marie,	149 95	87 46	.....	237 41	416 33	4 14	48 56	115 89	247 14	4 14	3 00	37 14
Seneca,	185 90	99 66	.....	235 44	312 88	.....	2 85	.....	97 10	.....	64 50	.....
	3,479 81	4,237 16	301 00	8,078 50	10,087 35	79 87	2,600 55	2,008 91	5,100 14	14 14	1,043 50	1,203 08
TOWA—												
Arena,	250 88	198 94	.....	896 70	1,216 39	.....	.....	314 17	655 00	.....	110 00	.....
Clyde,	141 44	180 55	.....	426 58	616 00	.....	134 40	135 98	325 74	.....	92 35	.....
Dodgeville,	806 40	1,053 45	.....	3,801 75	2,409 00	.....	654 25	1,325 50	600 00	.....	100 00	332 58

Highland,	518 40	199 50	.....	717 90	1,531 92	.....	212 92	94 73	953 55	10 00	61 00	179 04
Linden,	408 96	247 74	.....	656 70	1,039 95	.....	434 70	54 09	491 09	.....	300 00	96 50
Midlin,	288 00	202 08	.....	515 07	767 00	.....	112 38	231 17	288 55	.....	.....	166 07
Mineral Point,	321 92	65 36	.....	387 98	827 00	.....	67 95	130 38	540 18	.....	.....	83 36
Mineral Pt. City,	773 76	1,264 02	.....	2,037 78	1,350 00	.....	660 78	27 00	576 24	.....	678 78	.....
Pulaski,	218 24	.....	.....	369 87	872 00	.....	169 74	399 28	670 00	.....	.....	312 88
Ridgeway,	449 92	597 55	.....	1,047 47	1,258 00	34 80	137 22	485 26	429 17	8 00	.....	127 66
Waldwick,	237 92	133 22	.....	423 81	700 00	.....	.....	39 37	256 00	.....	.....	25 00
Wyoming,	188 80	400 00	.....	.....	944 15	.....	.....	277 59	893 69	.....	140 00	50 00
JACKSON—	4,624 64	4,562 41	.....	11,280 91	13,531 41	34 80	2,584 24	3,514 52	6,179 21	13 00	1,482 13	1,373 09
Albion,	361 54	327 49	.....	684 03	479 44	.....	.....	278 49	327 49	.....	156 37	.....
Irving,	71 25	20 50	.....	136 68	209 00	.....	72 30	154 45	195 00	.....	.....	74 00
Briston,	160 22	161 12	.....	321 84	481 75	.....	49 35	14 11	170 00	25 00	75 00	30 00
Hixton,	50 00	207 50	.....	309 14	355 66	.....	173 10	.....	250 00	.....	170 00	139 45
Springfield, .....	.....	.....	.....	21 00	21 00	.....	.....	.....	21 00	.....	179 00	.....
Northfield,	47 57	32 14	.....	80 71	30 00	.....	.....	61 66	30 00	.....	35 00	38 27
Alma,	95 35	538 40	.....	613 75	413 00	.....	54 80	725 04	304 00	.....	.....	54 80
Manchester,	25 10	65 55	.....	105 80	105 80	.....	.....	.....	150 00	.....	.....	21 00
JEFFERSON—	811 03	1,352 70	.....	2,272 45	2,095 65	.....	349 55	1,233 75	1,447 49	25 00	615 37	357 52
Astalan,	185 21	196 46	.....	570 83	720 00	.....	.....	.....	.....	.....	.....	275 31
Cold Spring,	214 40	158 74	.....	373 18	612 50	.....	225 25	123 17	126 37	.....	.....	195 17
Concord,	339 68	200 19	.....	559 87	1,038 33	.....	156 79	311 85	441 61	.....	650 00	258 08
Farmington,	419 20	222 62	.....	641 82	970 30	.....	89 76	591 55	387 82	.....	900 00	.....
Hebron,	241 90	577 57	.....	819 49	758 34	20 00	126 27	264 10	84 45	15 00	200 00	87 01
Irontia,	464 64	409 66	.....	874 30	1,022 81	65 61	57 02	208 71	286 75	.....	45 00	108 50
Jefferson,	630 53	685 31	.....	1,317 84	1,919 26	5 00	326 65	568 31	716 68	5 00	3,700 00	220 30
Koskonong,	538 88	574 50	.....	975 85	1,547 44	.....	198 13	264 98	440 00	.....	1,738 25	143 88
Lake Mills,	360 32	247 40	.....	607 72	1,201 12	.....	350 74	313 23	195 76	.....	200 00	63 38
Milford,	564 53	143 46	.....	707 99	638 22	10 00	.....	48 91	168 18	.....	40 00	70 21

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Liabilities.	Amount of money raised by tax and expended on School Houses.	Amount of money raised by tax and expended for other purposes.
<i>JEFFERSON—continued.</i>												
Oakland,.....	\$257 28	\$233 14	.....	\$490 42	\$583 40	.....	\$90 85	\$89 80	\$234 42	.....	\$35 00	\$90 85
Palmyra,.....	605 27	368 10	.....	973 38	2,513 56	.....	434 54	148 07	1,898 63	.....	195 99	886 78
Sullivan,.....	656 48	2,146 78	.....	656 48	1,500 50	\$10 00	159 43	275 50	787 28	\$10 60	787 28	183 79
Sumner,.....	.....	.....	.....	223 73	347 00	.....	212 54	71 10	137 41	.....	150 00	69 59
Waterloo,.....	628 85	198 96	.....	827 81	895 57	.....	90 59	313 88	235 18	30 00	.....	78 11
Waterloo Village,.....	.....	.....	.....	231 87	.....	.....	.....	124 70	.....	.....	.....	20 00
Watertown,.....	186 73	.....	.....	186 73	1,140 75	60 49	129 26	225 35	111 84	60 49	.....	129 26
Watertown City,...	1,292 16	647 32	.....	1,939 48	1,939 48	.....	800 00	.....	.....	.....	.....	.....
	7,607 58	7,010 21	.....	12,978 29	19,348 58	171 10	3,357 81	3,943 01	5,992 38	120 49	8,591 52	3,090 22
<i>JUNEAU—</i>												
Armenia,.....	46 08	67 22	193 00	306 34	252 00	.....	31 88	129 64	111 00	15 00	.....	67 00
Necedah,.....	94 08	57 19	50 00	172 73	188 00	.....	.....	.....	50 00	.....	.....	.....
Germanatown,....	321 52	.....	714 00	1,035 52	635 50	.....	215 85	141 66	864 42	.....	250 00	99 56
Clearfield,.....	15 37	18 62	35 00	68 99	57 00	.....	.....	.....	35 00	.....	.....	.....

Orange,.....	40 32	303 26	343 38	191 93	224 88	158 02	170 00	.....	.....	133 26
Fountain,.....	174 72	139 29	385 24	221 25	.....	.....	.....	.....	65 00	74 29
Liabon,.....	230 70	820 00	1,209 42	441 00	.....	.....	.....	.....	200 00	100 50
Marion,.....	68 50	.....	68 50	108 00	.....	.....	.....	.....	.....	.....
Lemonnier,.....	843 30	25 00	1,239 69	527 24	.....	.....	.....	.....	.....	.....
Lindina,.....	680 42	.....	756 12	1,336 54	.....	.....	.....	.....	.....	.....
Plymouth,.....	100 00	19 71	484 00	604 52	.....	.....	.....	.....	.....	.....
Wenwood,.....	100 48	138 04	841 00	1,079 52	.....	.....	.....	.....	.....	.....
Summit,.....	94 63	194 85	549 00	638 47	.....	.....	.....	.....	.....	.....
Seven Mile Creek,	186 70	268 65	267 75	719 10	.....	.....	.....	.....	.....	.....
Kildare,.....	209 48	36 15	267 15	1,112 78	.....	.....	.....	.....	.....	.....
Lyndon,.....	126 81	.....	265 77	392 58	.....	.....	.....	.....	.....	.....
2,502 40	1,056 13	7,156 73	10,913 52	5,935 12	3 50	2,290 94	3,125 05	3,873 74	25 00	1,073 60
KEWAUNEE—										
Kewaunee,.....	224 00	.....	224 00	236 00	.....	11 00	.....	250 00	.....	33 00
Franklin,.....	.....	.....	.....	147 00	.....	.....	.....	147 00	.....	131 00
Abnepe,.....	370 96	176 45	547 41	327 04	36 93	.....	.....	450 00	.....	15 00
Casco,.....	150 00	50 00	200 00	120 00	.....	.....	.....	80 00	.....	.....
Carlton,.....	306 64	30 00	336 64	282 62	.....	550 31	217 73	220 00	.....	805 70
Coryville,.....	.....	.....	.....	48 00	.....	.....	.....	.....	.....	125 00
Montpelier,.....	.....	.....	19 20	142 00	.....	55 25	200 50	.....	.....	398 50
Red River,.....	294 48	.....	94 00	88 00	.....	32 00	84 00	88 00	.....	232 00
Pierce,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	20 00
1,346 08	350 45	.....	1,421 25	1,340 66	36 93	648 56	532 23	1,455 00	.....	2,392 20
KENOSHA—										
Kenosha,.....	913 92	8,846 39	.....	9,760 31	4,075 00	4,450 00	1,135 31	1,146 96	.....	1,606 12
Pleasant Prairie,.....	357 76	859 42	.....	1,209 70	1,557 86	90 00	190 21	238 72	233 17	190 21
Wheatland,.....	339 26	653 62	.....	992 88	1,791 50	228 72	238 99	172 20	.....	36 00
Bristol,.....	327 04	917 86	.....	1,244 90	1,168 94	135 71	332 66	.....	.....	147 05

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Li-braries.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Li-braries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
КЕНОША—continued.												
Paris,.....	\$316 95	\$990 80	.....	1,307 25	1,500 75	.....	\$427 33	\$371 02	\$86 19	.....	\$151 00	\$39 18
Salem,.....	347 52	792 03	.....	1,139 73	1,408 45	\$20 00	180 25	352 98	150 56	.....	.....	121 14
Somers,.....	1,216 46	939 20	.....	2,749 89	1,658 65	15 74	576 63	597 22	534 99	.....	280 00	253 15
Brighton,.....	304 24	757 17	.....	1,072 08	971 00	60 26	69 25	73 40	48 50	.....	.....	119 24
	4,123 15	14,755 99	.....	19,476 24	14,132 17	126 00	6,249 10	3,398 32	2,422 59	.....	1,467 00	2,476 09
LA CROSSE—												
La Crosse City,...	900 00	.....	2,000 00	2,900 00	2,150 00	.....	.....	.....	2,000 00	.....	5,000 00	1,000 00
Campbell,.....	.....	.....	.....	507 66	.....	.....	.....	.....	100 00	.....	.....	.....
Jackson,.....	105 09	.....	.....	.....	512 46	.....	.....	.....	.....	.....	.....	.....
Burns,.....	.....	.....	400 00	350 00	400 00	30 00	50 00	.....	239 00	\$80 00	100 00	132 00
Barre,.....	276 00	.....	.....	878 92	531 00	.....	.....	.....	154 00	.....	625 00	19 67
Holland,.....	.....	.....	.....	604 20	205 00	10 00	111 75	.....	150 00	10 00	.....	415 55
Farmington,.....	214 25	72 75	.....	.....	209 55	.....	.....	.....	845 00	.....	230 00	72 00

Neshonoc,.....	125 44	.....	598 55	324 00	.....	15 00	.....	264 00	.....	160 00	.....	15 00
Bangor,.....	205 00	.....	191 95	278 00	.....	11 28	.....	104 00	.....	465 46	.....	22 00
Onalaska,.....	.....	.....	523 20	539 16	.....	269 35	.....	156 00	.....	423 00	.....	57 00
Greenfield,.....	.....	.....	200 70	448 00	.....	.....	.....	382 25	.....	355 00	.....	436 75
	1,825 78	390 95	2,066 25	5,587 21	40 00	457 38	.....	3,844 25	40 00	7,358 48	2,169 97	
LA FAYETTE—												
Argyle,.....	245 75	175 56	421 31	716 00	.....	515 96	88 30	222 00	.....	592 00	.....	126 40
Belmont,.....	92 68	119 74	417 90	447 50	.....	88 00	8 00	137 00	.....	581 40	.....	25 50
Benton,.....	531 20	289 60	820 80	1,102 73	.....	128 14	307 30	235 93	.....	149 38	.....	111 21
Elk Grove,.....	231 60	124 28	404 80	701 55	.....	105 88	48 67	441 00	.....	.....	.....	.....
Centre,.....	532 48	.....	827 02	843 63	14 30	216 67	14 22	473 00	10 00	385 00	.....	145 25
Fayette,.....	271 18	352 84	624 02	677 91	.....	66 05	81 19	127 00	.....	50 00	.....	64 40
Gratiot,.....	339 07	112 85	694 38	528 65	.....	73 42	41 89	317 87	.....	225 00	.....	8 00
Kendal,.....	878 67	.....	1,090 02	750 78	.....	277 59	52 05	386 50	.....	175 00	.....	112 10
New Diggings,.....	425 60	211 63	634 33	486 90	.....	41 35	198 55	.....	.....	.....	.....	.....
Shullaburg,.....	597 80	249 93	847 48	1,104 10	5 00	68 38	136 25	308 65	.....	200 00	.....	53 25
Wayne,.....	135 73	67 67	181 10	230 00	.....	17 41	.....	289 00	15 40	109 60	.....	64 62
White Oak Springs	147 44	155 20	312 05	336 00	28 45	569 57	90 25	.....	.....	.....	.....	.....
Willow Springs,.....	406 61	178 10	584 71	705 40	.....	79 93	106 19	441 80	.....	.....	.....	55 17
Wiota,.....	410 24	228 27	628 51	949 58	.....	961 17	254 50	436 13	.....	861 28	.....	151 71
Monticello,.....	97 80	68 46	165 76	309 00	.....	714 92	146 63	16 05	.....	423 62	.....	9 80
	4,893 85	2,333 53	8,654 14	9,919 73	47 75	3,858 44	1,568 99	3,801 93	25 40	8,742 68	1,578 93	
LA POINTE—												
Bayfield,.....	23 68	.....	23 68	146 08	.....	73 00	.....	400 00	.....	150 00	.....	600 00
Bayport,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lapointe,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	23 68	.....	23 68	146 08	.....	73 00	.....	400 00	.....	150 00	.....	600 00

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Liabries.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Liabries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
MANITOWOC—											
Buchanan,.....	\$205 44	\$54 92	.....	\$260 36	\$260 36	.....	.....	\$308 00	.....	.....	\$76 00
Cato,.....	288 64	69 63	.....	358 27	3,587 27	.....	.....	365 42	.....	\$30 15	71 63
Centreville,.....	252 80	186 29	\$28 72	467 81	299 93	\$64 41	\$103 47	118 85	.....	200 00	53 77
Cooperstown,.....	247 12	11 61	.....	258 73	248 02	\$10 71	.....	125 77	.....	133 00	.....
Eaton,.....	115 84	.....	.....	115 84	115 84	.....	.....	245 00	.....	116 00	77 50
Franklin,.....	231 17	225 00	.....	456 17	430 00	.....	26 17	360 00	.....	220 04	32 45
Gibson,.....	175 36	14 62	.....	189 88	189 88	.....	.....	242 00	.....	228 00	139 80
Kosuth,.....	299 52	232 00	.....	531 52	400 00	63 97	67 15	484 37	.....	.....	37 00
Manitowoc,.....	942 16	.....	.....	942 16	942 16	.....	.....	1,660 00	.....	505 68	367 52
Manitowoc Rapids	349 40	.....	96 74	446 14	388 00	68 14	.....	560 00	.....	100 00	78 90
Maple Grove,.....	156 16	9 00	.....	165 16	165 16	.....	.....	228 00	.....	260 00	18 00
Meeme,.....	241 92	68 10	.....	310 02	310 92	.....	.....	221 98	.....	148 31	83 70
Mishicot,.....	285 41	105 89	.....	391 30	391 30	.....	.....	156 00	.....	135 00	60 00
Newton,.....	312 32	106 31	.....	418 63	418 63	.....	.....	258 42	.....	.....	79 42
Rockland,.....	120 32	16 17	.....	136 49	136 49	.....	.....	65 00	.....	.....	177 00
Schleswig,.....	108 80	.....	.....	108 80	74 91	11 00	12 89	160 00	\$20 00	333 00	13 00

Two Rivers,	608 00	362 65	970 65	964 15	6 15	185 92	209 68	920 00	5 00	400 00	321 50
	4,940 38	1,462 09	6,527 93	5,693 12	27 86			6,464 81	25 00	2,875 77	1,635 49
MARATHON—											
Wausau,	116 48	361 35	477 83	386 50			80 43				200 00
Jenny,	24 32	70 00	94 32	94 32							
Texas,		60 00	60 00	60 00		8 00				150 00	
Knowlton,				82 33		25 00		150 00		150 00	
Mosinee,	74 00	291 89	341 70	186 00			155 70			485 42	32 08
	214 80	783 24	632 15	809 15		33 00	253 13	150 00		785 42	232 08
MARQUETTE—											
Douglas,	368 65			441 70	23 89	536 38	50 08	169 50	5 00		14 38
Mecan,	74 40			164 35	5 00	1 00	35 00	32 00		16 07	5 63
Westfield,	100 88	66 98	167 86	167 86		57 50		128 20			
Packwaukee,	137 60	89 62	227 22	227 22				156 14			
Buffalo,	187 60			805 01		217 55	236 05	441 23		62 00	70 83
Shields,	138 24	78 80	232 90	667 50	5 75	11 25	36 80	201 00		145 00	
Crystal Lake,	199 01			574 05		27 75	149 52	19 00			308 00
Montello,	176 54			755 00	8 09			555 24		126 85	
Oxford,	77 68	87 14	264 82	440 88		116 04	31 12	248 44			116 04
Neahkoro,	71 89	34 09	106 28	248 00		15 00	21 88	125 00			
Moundville,	154 72	77 22	231 90	306 13	6 10	42 71	13 81	33 22	2 00		24 17
Harris,	119 74	61 43	229 48	384 00	5 32	20 80		140 04			13 75
Springfield,	145 82		145 82	182 25		20 00	41 85	121 75		85 00	4 00
Newton,	202 82	49 49	251 99	384 00			106 87	69 36		17 14	26 00
	2,155 29	534 27	2,034 81	5,647 95	54 06	1,065 98	722 98	2,430 12	7 00	442 06	582 33
MILWAUKEE—											
Franklin,	433 28	569 62	1,002 90	1,454 00	17 15			116 60			81 90
Greenfield,	623 36	692 08	1,315 44	1,747 48				243 30		100 00	144 76
Wauwatosa,	652 16	444 09	1,096 25	1,096 25				1,312 64	80 00	1,591 00	260 68

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Libraries.	Amount of money raised by tax and expended for School Houses.	Amount of money raised by tax and expended for other purposes.
MILWAUKEE—con.											
Granville,.....	\$661 12	\$469 21	.....	1,130 33	1,471 17	.....	.....	\$276 00	.....	\$600 00	\$71 37
Lake,.....	469 42	614 86	\$214 11	1,084 28	1,198 28	.....	.....	113 44	.....	201 10	61 56
Oak Creek,.....	682 22	400 00	117 63	1,179 85	1,403 76	\$39 58	.....	345 79	.....	108 00	170 42
Milwaukee,.....	593 28	176 13	.....	.....	1,318 00	41 85	.....	572 03	\$32 00	70 21	299 26
Milwaukee, (City)	8,543 36	14,245 29	.....	22,788 65	37,642 43	10,080 32	.....	*	*	*	*
	12,638 20	17,611 28	331 74	29,597 70	47,431 34	98 58	541 73	2,979 86	62 00	2,670 31	1,089 95
MONROE—											
Adrian,.....	78 72	260 00	.....	338 00	285 00	.....	.....	205 00	.....	.....	4 00
Angelo,.....	80 64	476 31	.....	556 95	421 00	716 00	.....	252 00	.....	.....	.....
Clifton,.....	20 40	68 00	.....	133 57	119 38	.....	13 19	68 00	.....	.....	.....
Eaton,.....	12 80	.....	.....	130 80	130 80	.....	.....	40 00	.....	400 00	6 00
Glendale,.....	.....	264 00	.....	264 00	.....	.....	383 00	177 00	.....	300 00	.....
Leon,.....	124 88	113 12	.....	238 00	562 04	.....	147 77	255 75	.....	335 00	.....
Leroy,.....	39 04	235 83	.....	274 37	.....	76 38	.....	.....	.....	.....	.....

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Liabilities.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
OUTAGAMIE—con.												
Freedom,	\$168 50	\$0 08	.....	\$169 00	\$313 75	.....	.....	.....	\$430 26	.....	.....	.....
Grand Chute,	149 75	198 08	.....	345 83	434 00	.....	346 12	\$137 48	325 00	.....	125 00	63 40
Greenville,	199 75	115 76	.....	315 61	701 59	.....	165 73	173 84	242 00	5 00	236 50	233 00
Horton, .....	.....	.....	.....	38 24	50 03	.....	0 50	.....	225 00	.....	.....	.....
Kankana,	146 26	100 34	.....	350 30	838 28	\$15 12	.....	174 50	524 00	11 42	180 00	91 50
Liberty,	110 92	45 12	.....	123 37	455 00	.....	82 00	62 76	226 12	30 00	90 00	57 00
Osborn, .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	1,689 35	1,181 20	.....	2,583 24	6,370 76	15 12	2,549 85	2,337 76	4,520 88	49 42	1,737 00	1,289 18
OZAUKEE—												
Belgium,	640 00	405 55	89 21	1,045 55	984 50	76 26	.....	.....	15 21	.....	.....	74 00
Cedarburg,	743 04	487 62	.....	1,230 66	1,692 00	10 50	771 39	152 56	122 00	10 50	427 45	264 00
Fredonia,	453 11	150 01	.....	603 12	989 75	.....	.....	.....	15 00	.....	.....	.....
Grafton,	444 60	222 69	.....	664 29	828 65	7 13	.....	5 05	285 37	16 00	18 60	123 03

1,324 56	1,293 95	.....	2,618 51	2,440 94	130 47	491 98	316 04	153 43	6 17	307 38	164 47
629 56	469 90	.....	1,139 56	928 40	10 00	589 28	185 04	332 00	.....	500 00	57 28
432 64	257 15	.....	844 72	740 00	21 00	120 52	3 42	150 00	.....	60 00	217 00
4,667 31	3,296 87	89 21	8,146 41	8,594 24	255 41	1,973 17	662 11	1,073 01	31 67	1,313 43	899 75
15 98	.....	.....	15 98	49 00	.....	.....	.....	25 00	.....	.....	.....
76 72	27 93	10 00	404 65	273 94	.....	3 00	.....	288 66	.....	1,500 00	10 00
25 59	.....	.....	25 59	119 00	.....	.....	.....	.....	.....	.....	.....
.....	70 00	.....	.....	149 00	.....	.....	.....	70 20	.....	188 00	43 00
228 15	.....	.....	528 15	532 00	.....	9 00	.....	199 00	50 00	.....	.....
.....
35 38	31 40	.....	72 74	220 00	.....	.....	.....	64 00	.....	130 22	.....
381 82	129 33	10 00	1,047 11	1,342 94	.....	12 00	.....	636 86	50 00	1,768 22	53 00
65 28	104 67	.....	169 95	159 28	.....	.....	10 67	.....	.....	185 00	.....
26 24	74 00	.....	100 24	90 00	.....	22 00	76 19	105 00	.....	12 00	10 00
.....	.....	.....	.....	70 50	.....	.....	.....	420 00	.....	80 00	100 00
69 76	40 04	.....	109 80	383 11	.....	199 26	39 68	456 50	.....	.....	84 75
22 50	.....	.....	.....	105 00	.....	9 00	11 50	105 00	16 00	.....	35 00
22 40	350 00	.....	.....	159 00	.....	22 86	143 30	271 82	15 00	.....	25 00
53 38	105 00	.....	53 38	163 00	.....	13 00	5 53	105 00	.....	61 95	13 00
207 00	250 00	.....	457 00	689 50	.....	200 00	.....	300 00	.....	.....	500 00
67 22	29 51	.....	97 23	244 42	.....	402 92	.....	165 00	.....	75 00	20 00
196 48	467 28	.....	196 48	512 00	.....	157 13	136 78	343 28	.....	135 00	.....
44 55	36 04	.....	44 78	.....	.....	.....	.....	.....	.....	160 00	.....
11 52	3 23	.....	14 75	140 00	.....	11 00	45 82	.....	.....	.....	101 07
786 33	1,449 77	.....	1,243 61	2,600 81	.....	1,037 17	468 47	2,271 60	25 00	673 95	788 82

PEPIN—

PIERCE—

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Li- braries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
POLK—												
Alden.....	\$8 08	.....	.....	\$44 55	\$44 55	.....	.....	.....	\$55 00	.....	\$600 00	\$50 00
Farmington.....	42 15	\$50 00	.....	92 15	48 50	.....	\$5 00	\$38 65	50 00	.....	445 00	5 00
Osceola.....	62 77	99 31	.....	412 79	304 00	.....	57 43	167 79	290 00	.....	700 00	57 43
St. Croix Falls.....	57 73	276 64	.....	334 37	270 80	.....	42 90	20 67	.....	.....	.....	.....
Sterling.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	170 73	425 95	.....	893 86	667 85	.....	105 38	227 11	395 00	.....	1,745 00	112 43
PORTAGE—												
Amherst.....	98 20	49 50	.....	147 70	195 20	.....	115 00	54 00	165 10	.....	25 00	115 00
Almond.....	89 42	27 06	.....	116 48	388 00	.....	154 21	21 64	280 03	.....	87 85	6 15
Belmont.....	110 72	102 79	.....	213 51	408 21	.....	131 75	44 97	187 69	.....	61 44	101 45
Buena Vista.....	104 32	22 64	.....	126 96	247 00	.....	.....	.....	215 00	.....	.....	.....
Lanark.....	82 65	77 84	.....	160 39	193 00	.....	13 50	12 05	72 00	.....	.....	38 00
Linwood.....	3 08	20 00	.....	23 08	82 00	.....	.....	.....	87 00	.....	122 50	.....

New Hope,.....	76 86	50 28	.....	127 14	229 00	.....	22 35	60 28	148 89	.....	375 00	116 99
Plover,.....	184 32	63 57	.....	247 89	795 00	12 00	20 50	39 84	385 13	10 00	1,409 30	21 00
Pine Grove,.....	62 72	67 38	.....	130 10	130 10	.....	5 00	.....	167 70	.....	.....	5 00
Stockton,.....	117 76	26 52	.....	143 37	587 00	.....	10 00	25 80	172 84	.....	.....	1 50
Stevens Point,.....	.....	.....	.....	.....	80 00	.....	15 00	.....	60 00	.....	.....	.....
Stevens P't City,.....	222 68	234 19	.....	456 95	1,418 00	87 74	450 43	213 00	1,151 39	.....	.....	334 84
Hull,.....	243 59	.....	15 15	263 74	237 00	27 15	.....	52 54	330 00	10 00	.....	25 00
Eau Claire,.....	.....	40 00	.....	.....	19 50	.....	9 00	11 50	.....	.....	.....	.....
2,401 22	781 77	15 15	.....	2,157 31	4,959 01	76 89	946 74	445 62	3,412 77	20 00	2,081 09	762 93
RACINE--												
Racine,.....	430 12	487 76	.....	917 88	1,429 80	.....	391 51	136 84	317 50	.....	.....	505 00
Mount Pleasant,.....	.....	.....	.....	1,218 07	1,303 22	53 39	205 92	361 61	523 55	5 00	54 45	163 44
Caledonia,.....	410 88	624 96	.....	1,035 84	1,288 00	26 50	182 79	424 22	140 23	.....	80 00	85 84
Raymond,.....	304 64	610 18	.....	914 82	1,131 00	16 70	224 43	224 18	167 08	10 00	.....	190 40
Yorkville,.....	324 60	444 16	.....	773 61	1,092 70	19 08	163 81	242 31	501 26	.....	102 69	106 06
Dover,.....	274 56	372 50	.....	647 06	865 80	9 59	463 67	115 25	213 70	1 69	310 00	175 99
Norway,.....	232 33	302 85	.....	535 18	618 00	3 50	90 75	110 45	.....	.....	.....	153 90
Rochester,.....	243 84	127 37	.....	371 21	642 87	.....	85 91	37 70	257 67	.....	294 73	.....
Waterford,.....	360 32	186 00	.....	546 32	546 32	.....	.....	.....	349 72	.....	.....	80 65
Burlington,.....	532 48	.....	.....	532 48	1,476 22	3 44	1,112 17	114 10	822 33	.....	2,250 00	124 76
Racine City,.....	2,075 52	8,378 71	301 38	10,755 61	8,554 12	.....	2,221 49	.....	.....	.....	.....	.....
5,188 89	11,534 49	301 38	.....	18,248 08	18,903 05	182 20	5,142 45	1,766 66	3,293 02	16 69	3,091 87	1,586 04
RICHLAND--												
Akan,.....	.....	86 63	86 63	173 26	138 00	.....	125 80	9 88	156 00	.....	112 50	.....
Bloom,.....	141 49	139 00	.....	241 88	99 23	.....	13 60	49 55	99 23	.....	5 00	13 60
Buena Vista,.....	213 48	151 49	.....	363 92	739 95	20 00	1,115 51	256 56	558 26	25 00	560 56	176 52
Dayton,.....	120 84	37 20	.....	157 00	240 20	.....	9 45	109 75	186 60	.....	60 94	5 00
Eagle,.....	152 25	128 67	.....	280 92	438 30	.....	.....	72 40	40 00	.....	.....	.....
Forest,.....	115 00	63 00	.....	173 00	441 88	.....	309 08	48 38	241 21	.....	306 77	38 45

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Liabilities.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax Wages.	Amount of money raised by tax and expended for District Liabilities.	Amount of money raised by tax and expended on School Houses.	Amount of money raised by tax and expended for other purposes.
RICHLAND—continued.												
Henrietta,	\$114 10	\$6 00	.....	\$120 10	\$336 10	.....	\$59 27	\$104 01	\$191 72	.....	.....	\$23 28
Ithaca,	47 13	294 04	.....	550 45	704 40	\$6 69	337 54	348 88	442 65	\$5 00	154 00	33 45
Marshall,	183 24	108 14	.....	246 38	316 00	.....	.....	67 20	7 74	.....	300 00	.....
Richmond,	154 89	.....	.....	154 89	283 77	.....	.....	59 96	235 00	.....	45 00	90 00
Richwood,	219 51	.....	.....	219 51	605 89	.....	104 81	56 52	233 30	.....	65 80	133 87
Rockbridge,	121 58	24 52	.....	146 20	296 97	.....	31 80	.....	134 00	.....	250 00	360 00
Richland,	214 40	51 91	.....	266 31	351 64	.....	1,016 52	139 06	326 00	.....	.....	110 00
Sylvan,	124 32	114 32	.....	238 54	402 00	.....	33 97	48 81	161 00	.....	.....	82 30
Willow,	80 00	295 61	.....	385 61	230 25	10 00	494 97	678 01	120 00	100 00	374 98	35 50
Westford,	187 56	24 02	.....	211 58	285 25	.....	216 12	396 11	220 00	15 00	225 00	90 00
	2,144 79	1,524 60	86 63	3,934 55	5,899 74	36 69	3,978 94	2,364 46	3,342 11	145 00	2,460 55	1,191 47
ROCK—												
Avon,	243 29	474 54	.....	717 83	920 98	8 81	102 75	179 76	85 85	8 81	.....	97 51

Beloit,.....	408 80	312 05	.....	715 85	889 40	.....	388 61	260 11	420 34	257 85	490 00
Beloit City,.....	1,968 69	6,442 95	.....	8,411 64	4,900 00	.....	350 00	254 21	4,650 00	.....	1,392 95
Bradford,.....	601 49	.....	.....	601 49	1,048 12	15 00	252 20	58 49	538 53	34 26	358 00
Clinton,.....	709 39	.....	.....	709 39	1,575 50	12 88	354 65	.....	816 48	.....	.....
Centre,.....	243 98	298 33	.....	582 81	1,069 51	.....	159 75	235 13	645 67	.....	223 33
Fulton,.....	430 24	395 87	.....	826 11	1,549 00	.....	221 28	312 55	754 00	.....	388 62
Harmony,.....	213 23	314 62	.....	627 85	1,214 00	52 74	181 92	10 50	556 12	.....	181 92
Johnstown,.....	618 26	200 00	.....	818 26	1,017 63	.....	285 52	428 80	466 15	90 48	151 62
Janesville,.....	213-88	269 25	.....	483 13	1,125 50	.....	281 23	106 07	542 30	.....	274 82
Janesville City,.....	2,230 33	1,453 57	.....	3,683 90	7,183 57	.....	2,750 86	.....	.....	.....	.....
Lima,.....	279 87	249 55	.....	528 48	1,443 42	15 54	212 85	87 77	576 95	101 18	211 35
La Prairie,.....	187 57	253 40	.....	441 27	836 94	21 74	507 97	268 67	461 52	200 00	157 12
Milton,.....	347 47	302 81	.....	650 28	1,007 91	82 46	.....	50 02	261 00	367 93	43 34
Magnolia,.....	277 85	329 02	.....	606 87	606 87	.....	11 13	.....	361 49	74 93	83 77
Newark,.....	294 13	180 56	.....	474 69	474 69	6 27	.....	.....	312 32	45 00	209 33
Porter,.....	305 45	109 59	.....	415 04	415 04	.....	.....	.....	133 88	250 00	225 71
Plymouth,.....	603 77	.....	.....	602 87	833 14	.....	585 57	117 77	315 00	500 00	181 50
Rock,.....	558 85	.....	.....	558 85	1,581 60	.....	960 97	260 89	750 85	248 30	717 09
Spring Valley,.....	249 45	502 96	.....	762 41	1,128 46	.....	180 04	122 61	177 85	.....	21 49
Turtle,.....	302 32	332 47	.....	634 79	1,890 43	.....	209 25	187 55	957 92	50 00	202 82
Union,.....	428 38	297 52	.....	725 90	1,393 91	.....	681 00	414 86	622 33	500 00	316 58
ST. CROIX—	11,710 98	12,709 06	.....	24,419 21	34,105 82	165 44	8,622 05	3,355 76	14,306 05	18 81	2,719 93
Hudson City,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rush River,.....	27 00	.....	.....	2,496 01	1,164 75	.....	715 40	507 26	1,200 00	.....	.....
Eau Galle,.....	.....	.....	.....	118 50	198 50	.....	.....	22 13	50 00	4 42	22 13
Erin Prairie,.....	.....	.....	.....	263 50	.....	.....	.....	.....	50 00	4 75	23 73
Malone,.....	.....	.....	.....	98 84	93 84	.....	.....	.....	220 00	30 00	37 00
Ceylon,.....	.....	.....	.....	226 22	242 00	.....	25 00	96 65	140 00	.....	120 00
Hammond,.....	.....	.....	.....	77 87	95 75	.....	14 00	49 35	91 55	35 33	.....
St. Joseph,.....	.....	.....	.....	182 80	327 50	.....	1,397 60	25 00	.....	.....	.....
Somerset,.....	.....	.....	.....	78 44	80 00	.....	15 45	.....	244 17	.....	.....
.....	.....	.....	.....	174 365	262 23	.....	.....	.....	145 00	307 77	79 95

ST. CROIX—

Hudson City,

Rush River,

Eau Galle,

Erin Prairie,

Malone,

Ceylon,

Hammond,

St. Joseph,

Somerset,

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining un- expended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Li- braries.	Amount of money raised by tax and expended for School Hou- ses.	Amount of money raised by tax and expended for other pur- poses.
St. Croix—con.												
Richmond,.....	.....	.....	\$ 30 69	\$ 30 69	\$228 89	.....	\$1 50	\$15 70	\$138 00	.....	.....	\$160 50
Hudson,.....	.....	.....	168 86	168 86	314 00	.....	.....	.....	.....	.....	250 00	225 00
Troy.....	.....	.....	34 62	34 62	181 00	.....	30 00	.....	194 10	.....	300 00	.....
Star Prairie,.....	.....	8 15	52 70	52 70	275 89	.....	82 15	52 14	125 00	.....	125 00	.....
Pleasant Valley,...	.....	.....	.....	116 20	243 50	.....	50	102 88	275 00	.....	6 06	21 50
SAUK—												
Spring Green,.....	183 68	559 90	.....	743 58	570 55	.....	141 13	171 04	45 00	.....	462 68	110 65
Troy,.....	168 32	329 09	.....	497 41	707 73	52 90	797 70	210 08	219 14	6 00	602 00	174 77
Prairie du Sac,...	396 64	853 79	.....	834 43	1,165 08	83 88	124 49	420 55	873 50	23 51	275 00	204 33
Dear Creek,.....	83 90	16 95	.....	50 89	478 82	10 00	14 04	10 48	329 70	10 00	.....	32 44
Franklin,.....	157 68	.....	.....	157 69	231 56	.....	168 93	267 17	257 47	.....	177 38	42 67
Honey Creek,.....	234 24	349 56	.....	773 28	892 66	43 06	65 44	879 43	447 08	6 43	107 81	90 38
Kingston,.....	232 32	304 36	.....	536 68	915 80	20 00	451 97	232 41	348 09	1 06	100 00	186 45

Merrimac,.....	167 78	107 00	.....	274 68	665 40	16 75	58 77	61 77	426 14	3 00	.....	63 27
Washington,.....	216 32	193 82	.....	410 14	970 73	.....	67 70	297 73	668 00	.....	30 00	89 98
Westfield,.....	266 96	400 00	.....	666 96	661 04	.....	.....	5 92	283 96	11 06	25 00	113 61
Freedom,.....	154 72	106 33	.....	261 05	561 53	.....	.....	70 60	281 25	.....	.....	56 77
Baraboo,.....	451 84	236 46	.....	683 30	1,265 34	.....	447 50	419 13	698 28	30 00	167 25	220 07
Greenfield,.....	135 68	76 04	.....	211 72	498 00	.....	123 07	139 55	287 16	.....	82 75	.....
Reedsburg,.....	318 70	548 30	.....	862 00	1,271 75	.....	253 85	392 70	827 06	.....	200 00	265 95
Excelsior,.....	171 53	232 61	.....	404 14	737 16	.....	212 75	189 51	881 75	.....	290 00	88 65
Fairfield,.....	141 56	420 90	.....	562 46	768 00	.....	.....	263 23	313 03	.....	.....	99 03
Woodland,.....	80 00	132 83	.....	339 18	192 00	.....	44 00	74 51	30 00	.....	.....	69 00
Marston,.....	292 79	1,119 34	.....	1,412 13	1,101 83	.....	1,417 88	971 70	266 78	.....	1,165 00	273 67
Winfield,.....	143 32	121 70	.....	265 02	480 83	.....	337 76	285 83	381 43	15 00	195 00	115 53
Dellona,.....	136 32	102 06	.....	238 38	549 26	.....	55 33	450 68	414 47	.....	425 00	346 91
New Buffalo,....	273 92	279 35	.....	553 27	973 88	32 68	.....	1 56	632 60	.....	.....	299 10
	4,353 12	6,040 39	.....	10,743 39	15,628 48	259 27	4,782 31	5,809 58	7,801 87	106 00	4,304 35	2,898 23
SHAWANO—			.....								
Richmond,.....	70 00	.....	.....	.....	70 00	15 00	41 20	.....	70 00	15 00	.....	41 20
Shawano,.....	32 00	302 13	.....	.....	294 17	15 00	123 00	.....	260 00	15 00	.....	15 00
Belle Plaine,....	30 00	.....	.....	.....	140 00	.....	70 00	302 00	40 00	.....	600 00	.....
Matteson,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Waukechion*,....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	132 00	302 13	.....	.....	504 17	30 00	234 20	392 00	370 00	30 00	600 00	56 20
SHEBOYGAN—			.....								
Abbott,.....	353 92	289 13	.....	648 05	731 11	.....	50 05	138 06	146 01	.....	118 00	45 35
Greenbush,.....	325 76	171 49	.....	497 25	1,411 69	10 00	657 92	239 70	1,031 90	13 50	120 00	491 03
Hermann,.....	378 34	377 91	.....	1,276 03	1,033 50	6 30	64 40	77 38	183 19	.....	.....	53 05
Holland,.....	498 88	501 86	.....	1,000 74	1,217 98	50 49	136 67	220 22	138 00	8 00	.....	823 00
Lima,.....	437 12	500 00	.....	937 12	1,064 86	.....	210 03	238 83	146 74	.....	64 00	96 00
Lyndon,.....	318 73	376 40	.....	695 13	1,586 18	.....	72 90	209 46	682 50	.....	.....	101 00

*No Report.

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Li- braries.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Li- braries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other pur- poses.
SHEBOYGAN—continued											
Mitchell.....	\$227 84	\$208 82	.....	\$436 50	\$868 00	\$86 87	\$103 46	\$464 00	.....	.....	\$44 87
Mosel.....	218 88	161 34	.....	380 22	445 56	30 50	137 44	17 00	.....	\$16 00	14 50
Plymouth.....	461 20	250 18	.....	711 88	1,369 50	389 10	370 20	717 23	.....	.....	141 91
Rhine.....	235 52	159 75	.....	395 27	495 42	672 62	183 02	134 00	.....	579 95	7 00
Russell.....	89 60	52 92	.....	142 62	221 50	12 22	65 69	135 00	.....	.....	17 00
Scott.....	431 84	484 00	.....	915 84	900 00	21 00	.....	181 00	9 35	.....	18 08
Sheboygan.....	206 08	209 01	.....	415 09	627 00	20 00	4 17	185 00	.....	.....	20 00
Sheboygan City.....	871 04	1,122 67	.....	1,993 71	2,271 67	994 96	160 00	1,000 00	.....	173 33	635 00
Sheboygan Falls.....	350 08	445 00	.....	795 08	899 66	149 40	188 95	157 00	.....	.....	64 00
Sheb'n Falls Vil.,	273 92	177 73	.....	732 06	705 50	17 00	26 56	177 73	.....	.....	50 00
Wilson.....	250 88	149 83	.....	400 12	669 00	163 02	258 25	330 91	.....	.....	163 02
	5,929 63	5,637 40	.....	12,867 06	16,448 03	3,659 74	2,621 39	5,777 21	30 85	1,071 28	2,284 81
TREMPELEAU—											
Arcadia.....	26 25	73 00	.....	99 25	86 25	3 00	143 99	.....	20 00	.....	3 00

Caledonia,	49 12	18 70	.....	81 52	313 00	26 10	196 45	35 51	217 00	28 68	75 00	23 00
Gale,	91 14	.....	.....	91 14	292 00	.....	45 00	188 19	184 00	20 00	500 00	45 00
Preston,	57 78	.....	.....	57 78	264 87	.....	85 40	.....	263 00	.....	120 00	25 00
Sumner, .....	.....	.....	.....	.....	.....	.....	.....	.....	50 00	.....	.....	.....
Trempealeau,	143 36	1,714 88	.....	1,861 24	788 00	90 89	484 84	548 01	580 00	40 00	675 00	180 00
.....	367 65	1,806 58	.....	2,190 98	1,688 12	116 49	754 69	865 70	1,244 00	108 68	1,370 00	276 00
WALWORTH—												
Sharon,	439 37	234 47	.....	674 84	1,500 94	.....	169 10	230 85	757 55	.....	17 00	155 10
Darien,	543 58	2,181 05	.....	1,461 15	1,641 73	.....	1,324 32	.....	856 17	.....	.....	1,211 52
Richmond,	216 08	100 00	.....	429 07	939 82	6 00	117 62	119 35	616 61	4 00	.....	110 18
Whitewater,	708 48	375 16	.....	1,083 64	2,488 16	12 05	781 76	183 02	1,291 85	12 05	.....	269 15
Walworth,	312 91	210 62	.....	563 58	1,062 13	.....	707 06	88 89	469 88	.....	586 95	145 00
Delavan,	545 48	1,025 03	.....	1,560 51	2,705 00	10 00	919 89	455 27	1,160 83	10 00	75 00	491 42
Sugar Creek,	281 80	130 71	.....	424 36	857 49	6 90	84 96	110 60	296 31	.....	.....	76 71
La Grange,	336 77	198 68	.....	535 45	1,246 11	2 50	240 67	240 32	657 45	.....	.....	183 78
Linn, .....	.....	.....	.....	743 94	1,138 00	.....	146 62	14 59	466 28	.....	104 00	39 52
Geneva,	845 01	.....	.....	845 01	2,026 07	7 54	499 80	220 54	676 50	7 54	229 80	416 40
La Fayette,	463 79	456 96	.....	920 75	933 05	.....	145 91	248 81	350 17	.....	.....	56 99
Troy,	475 24	981 18	.....	1,840 92	1,285 21	10 00	227 09	85 48	715 52	6 00	.....	242 26
Bloomfield,	329 60	174 75	.....	504 35	1,143 50	.....	329 36	275 71	397 27	.....	.....	689 95
Hudson,	380 16	209 63	.....	589 79	1,036 50	.....	82 46	17 86	282 93	.....	.....	133 69
Spring Prairie, ..	.....	.....	.....	586 50	1,158 80	.....	125 85	167 82	701 82	.....	500 00	230 35
East Troy,	417 24	228 07	.....	640 21	1,354 50	.....	1,559 51	168 44	818 47	.....	1,967 50	162 85
Elk Horn,	268 80	300 00	.....	770 98	964 00	.....	171 49	.....	300 00	.....	.....	.....
.....	6,564 31	6,906 81	.....	14,124 95	23,560 51	52 99	7,632 47	2,597 55	10,816 61	29 59	3,542 75	4,614 87
WASHINGTON—												
Addison,	458 24	532 60	.....	990 84	842 47	.....	.....	148 37	10 20	.....	148 00	112 00
Barton,	300 16	402 60	.....	702 76	1,105 49	23 70	77 54	235 17	354 26	.....	.....	63 75
Erin,	419 20	227 23	.....	646 43	844 00	.....	.....	.....	179 00	.....	.....	48 41
Farmington,	417 31	323 88	.....	741 19	1,006 90	.....	90 14	79 77	274 83	.....	.....	78 56
Germanatown,	685 44	645 63	.....	1,331 07	1,702 00	5 00	31 88	198 00	184 48	5 00	.....	44 03

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax on Wages.	Amount of money raised by tax and expended for District Libraries.	Amount of money raised by tax and expended on Sch ^h Houses.	Amount of money raised by tax and expended for other purposes.
WASHINGTON—con.											
Hartford,	591 36	572 50	.....	1,155 97	1,369 00	\$249 44	\$294 36	\$144 00	.....	1,434 47	\$277 16
Jackson,	440 80	243 73	\$200 00	888 53	1,053 52	68 55	102 46	129 23	8 68	38 06	83 49
Kewaskum,	214 41	210 24	.....	424 65	555 75	92 02	84 46	143 75	.....	.....	94 00
Polk,	611 20	692 37	.....	1,303 57	1,576 00	.....	66 87	169 17	.....	.....	.....
Richfield,	560 00	461 25	.....	1,021 25	1,382 33	.....	202 39	73 05	.....	.....	.....
Trenton,	401 28	187 35	.....	588 63	1,185 31	8 68	92 18	469 50	.....	100 00	20 71
Wayne,	376 32	194 15	.....	570 47	714 99	68 75	62 47	146 00	.....	7 00	13 00
West Bend,	341 76	376 24	.....	718 01	1,235 35	245 55	254 35	388 50	10 00	.....	330 46
	5,821 48	5,069 79	200 00	11,083 39	14,573 11	930 05	1,999 85	2,596 97	23 68	1,727 53	1,115 57
WAUKESHA—											
Vernon,	280 33	154 12	.....	434 45	949 00	117 17	225 68	434 75	.....	.....	98 04
Brookfield,	501 06	292 86	.....	794 28	1,515 98	100 99	150 82	884 63	.....	.....	94 13
Menomonee,	535 39	273 04	.....	812 15	1,751 19	52 89	100 82	513 51	.....	497 19	159 92
Oconomowoc,	492 16	288 75	.....	780 91	702 82	78 09	.....	667 95	6 25	45 00	267 73

Delafeld,	514 61	751 69	.....	514 61	1,237 86	0 68	98 94	90 64	456 72	.....	375 09	95 65
Mukwonago,	343 58	195 38	.....	549 02	1,128 40	.....	67 46	75 69	712 97	.....	1,895 58	.....
Genesee,	407 68	234 38	.....	642 06	1,411 30	3 00	158 15	217 51	891 01	0 93	205 00	98 96
Eagle,	272 00	135 25	.....	456 11	772 56	5 18	2,347 71	100 56	595 04	5 18	800 00	494 71
Muskego,	338 40	210 00	.....	563 40	871 21	.....	44 45	13 22	160 27	.....	23 50	44 00
Summit,	307 20	154 50	.....	461 70	461 70	.....	.....	.....	652 02	.....	.....	127 23
New Berlin,	473 60	259 13	.....	591 44	1,071 20	.....	122 81	102 16	400 62	.....	.....	128 00
Ottawa,	277 12	147 00	.....	434 12	928 50	.....	327 87	182 22	459 72	.....	150 00	42 00
Waukesha,	533 92	670 63	.....	1,493 30	3,079 00	.....	1,429 45	154 28	2,234 85	.....	450 00	1,273 28
Pewaukee,	380 80	407 00	.....	737 81	1,721 64	7 10	192 16	126 10	923 57	.....	410 00	240 25
Lisbon,	370 45	208 02	.....	578 47	1,829 76	.....	439 52	196 15	629 27	.....	133 90	275 85
Norton,	545 62	1,168 25	.....	1,238 93	829 58	6 00	526 09	60 83	565 59	.....	420 00	.....
	6,893 92	5,600 03	.....	11,132 76	20,291 70	99 95	6,025 66	1,796 08	11,225 49	12 36	5,405 26	3,439 75
WAUPACA—												
Dayton,	209 94	251 69	.....	461 77	461 63	.....	.....	0 14	370 09	.....	176 30	197 14
Farmington,	131 30	150 63	.....	251 88	355 30	.....	29 13	88 02	170 00	.....	.....	58 00
Scandinavia,	104 96	69 25	.....	174 21	212 00	.....	23 97	67 64	96 00	.....	36 00	.....
Iola,	140 80	34 00	.....	174 80	216 00	5 00	164 00	12 82	236 00	.....	24 24	.....
Lind,	193 28	40 25	.....	253 53	344 00	.....	26 00	50 94	485 38	.....	165 00	83 00
Waupaca,	254 72	.....	.....	254 72	1,142 00	.....	140 42	239 34	614 54	.....	.....	140 00
St. Lawrence,	91 52	59 50	.....	151 02	151 02	.....	.....	.....	235 00	.....	.....	20 50
Weyauwega,	345 60	125 70	.....	407 30	896 33	35 00	227 65	355 86	830 25	.....	.....	216 75
Royalton,	119 68	722 87	.....	1,213 84	485 75	.....	298 22	54 70	360 00	.....	190 00	419 78
Little Wolf,	33 92	8 05	.....	41 97	114 00	.....	46 00	76 00	154 00	.....	110 00	46 00
Union,	10 83	350 00	.....	360 33	52 50	29 60	35 06	42 76	80 00	.....	150 00	60 00
Caledonia,	71 68	148 63	.....	220 31	286 38	35 00	100 00	288 51	233 00	15 00	50 00	40 00
Mukwa,	266 24	831 41	.....	1,097 65	1,256 00	.....	369 69	732 12	613 50	.....	50 00	20 00
Lebanon,	67 84	17 87	.....	85 71	207 00	.....	15 00	69 87	141 00	.....	92 00	.....
Bear Creek,	85 20	133 87	.....	168 57	168 57	.....	.....	.....	.....	.....	165 00	.....
	2,077 56	2,943 27	.....	5,348 16	6,348 53	104 60	1,475 08	2,078 72	4,618 76	45 00	1,303 54	1,291 17

Table No. VI.—continued.

Names of Counties and Towns.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Libraries.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax Wages and expended for Teachers' Libraries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
WAUSHARA—											
Bloomfield,.....	\$50 80	\$25 55	\$25 36	\$298 71	\$164 00	.....	\$10 00	.....	\$40 00	\$50 06	.....
Coloma,.....	92 83	348 43	.....	441 26	289 93	.....	70 85	206 40	.....	.....	119 52
Dakota,.....	107 88	192 08	.....	299 96	503 19	.....	54 43	138 58	.....	122 93	77 60
Deerfield,.....	40 53	.....	.....	40 53	129 25	.....	.....	.....	.....	.....	.....
Hancock,.....	189 22	137 21	.....	224 43	295 58	.....	164 93	296 46	.....	.....	121 61
Leon,.....	236 15	212 99	.....	382 50	795 23	.....	.....	120 42	.....	.....	.....
Marion,.....	185 20	114 21	.....	255 11	649 28	.....	81 87	14 10	.....	22 93	21 02
Mt. Morris,.....	.....	60 00	.....	122 31	840 00	.....	26 96	8 87	.....	70 00	57 00
Oasis,.....	104 72	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Plainfield,.....	210 19	211 00	.....	420 94	97 80	.....	289 68	272 47	.....	.....	487 04
Poyissippi,.....	82 17	131 00	.....	213 17	332 90	.....	115 99	68 50	.....	110 00	4 15
Richford,.....	129 69	35 48	.....	174 33	195 68	.....	215 15	93 50	.....	190 06	63 25
Rose,.....	8 80	30 00	.....	38 80	192 06	.....	9 25	5 61	.....	.....	.....
Sacramento,.....	151 25	260 24	.....	411 49	811 86	.....	81 40	213 56	.....	368 00	218 50
Saxville,.....	144 53	192 23	.....	248 96	632 10	.....	239 56	103 90	.....	146 00	30 15
Springwater,.....	102 00	205 00	.....	309 24	269 00	.....	41 43	87 12	.....	.....	16 31

Warren,	114 78	.....	114 78	862 80	.....	121 13	9 00	299 47	.....	88 06	60 97
Wautoma,	156 80	685 00	811 80	959 50	.....	500 69	160 42	233 96	.....	.....	509 25
WINNEBAGO—	2,055 54	2,840 42	25 36	4,805 92	7,003 60	2,023 30	1,743 41	2,492 29	.....	1,167 92	1,706 37
Algoma,	156 16	164 87	.....	321 03	740 43	.....	154 82	303 25	.....	.....	42 00
Black Wolf,	156 80	79 88	.....	236 68	556 94	.....	67 30	271 94	.....	.....	57 08
Clayton,	237 44	324 99	.....	556 43	879 00	.....	136 12	223 68	5 00	110 00	26 00
Menasha,	334 20	154 70	.....	468 90	1,655 35	.....	340 85	882 70	.....	590 00	879 37
Neenah,	344 36	188 35	.....	539 71	1,409 00	.....	11 68	857 72	.....	510 00	199 19
Nekimi,	371 04	387 27	.....	371 04	1,061 03	.....	1 75	239 07	.....	.....	201 37
Nepiuskun,	206 06	297 70	.....	503 76	732 00	.....	159 41	469 75	2 60	.....	234 70
Oshkosh,	1,089 92	4,824 00	.....	841 98	356 45	.....	44 82	62 23	.....	100 00	25 00
Oshkosh City,	28 60	130 00	.....	8,041 57	3,253 00	.....	.....	4,824 00	.....	926 85	1,200 80
Orhula,	519 68	275 00	.....	156 60	62 88	.....	19 72	64 00	.....	.....	13 00
Omo,	149 12	118 00	.....	794 68	2,468 06	.....	221 77	1,666 16	9 00	1,217 00	483 97
Poygan,	410 88	400 67	.....	287 12	342 00	.....	78 90	166 57	.....	.....	29 48
Rushford,	293 76	219 24	.....	811 55	1,237 04	.....	161 73	741 97	.....	1,243 45	147 45
Ulica,	172 44	212 48	.....	613 25	1,289 90	.....	127 41	266 24	.....	.....	88 38
Vinland,	254 08	394 28	.....	476 79	903 41	.....	52 16	218 90	.....	.....	.....
Winneconne,	239 17	127 35	.....	648 36	527 00	.....	130 78	120 00	.....	36 00	13 13
Winchester,	4,961 71	8,298 75	.....	266 47	587 00	.....	85 06	158 00	.....	.....	449 06
WOOD—	4,961 71	8,298 75	.....	15,335 92	18,350 49	.....	1,784 28	11,591 16	16 60	4,733 30	4,089 89
Centralla,	47 00	15 00	.....	62 36	320 00	.....	164 36	257 64	.....	675 00	95 00
Dexter, .....	.....	.....	.....	.....	36 00	.....	.....	36 00	.....	.....	.....
Grand Rapids, .....	.....	.....	.....	1,062 94	474 90	.....	147 72	.....	.....	88 50	.....
Hemlock, .....	.....	.....	.....	172 80	100 00	.....	72 30	51 16	.....	.....	.....
Rudolph,	40 82	.....	.....	.....	169 00	.....	.....	.....	.....	.....	.....
Saratoga,	72 96	163 94	.....	236 90	261 00	.....	.....	.....	.....	318 00	.....
.....	160 64	178 94	.....	1,534 50	1,360 90	.....	384 38	344 80	.....	981 50	95 00

TABLE NO. VI.—RECAPITULATION.

Names of Counties.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Libraries.
Adams,.....	\$1,678 65	\$891 08	\$46 84	\$2,115 01	\$5,441 86	.....
Bad Ax,.....	2,044 05	1,789 35	19 24	3,967 11	5,876 73	5 00
Brown,.....	3,996 34	3,256 57	.....	6,682 87	6,980 36	114 51
Buffalo,.....	447 03	3,121 64	86 00	2,654 67	1,480 94	36 00
Calumet,.....	1,448 20	1,086 26	.....	2,138 01	3,910 53	28 83
Chippewa,.....	.....	.....	.....	.....	691 01	.....
Clark,.....	88 61	292 00	.....	370 47	614 88	.....
Columbia,.....	5,716 08	6,563 86	12,987 58	24,895 40	18,932 77	44 95
Crawford,.....	1,768 97	1,518 69	32 32	3,672 72	6,146 44	.....
Dane,.....	10,876 45	6,743 59	.....	18,966 29	30,826 83	107 76
Dodge,.....	11,085 96	8,338 67	20,090 72	.....	31,340 46	393 65
Door,.....	208 87	111 54	678 97	999 88	750 04	.....
Douglas,.....	111 36	550 00	.....	661 36	374 00	.....
Dunn,.....	316 02	532 94	237 19	2,141 50	1,766 68	.....
Eau Claire,.....	658 76	1,469 08	.....	2,127 84	1,758 73	5 00
Fond du Lac,.....	7,646 52	11,948 48	17,352 54	87,137 10	24,639 28	206 96

Grant,.....	6,286 15	4,328 58	.....	12,864 98	18,896 00	52 25
Green,.....	4,846 25	4,168 18	.....	7,602 27	16,233 01	43 87
Green Lake,.....	3,479 81	4,297 16	801 00	8,078 51	10,087 85	79 87
Iowa,.....	4,624 64	4,562 41	.....	11,250 91	13,531 41	34 80
Jackson,.....	811 03	1,352 70	.....	2,272 45	2,095 65	.....
Jefferson,.....	7,607 58	7,010 21	.....	12,978 29	19,348 58	171 10
Juneau,.....	2,502 40	1,056 13	7,156 73	10,913 52	6,935 12	8 50
Kewanee,.....	1,346 08	350 45	.....	1,421 25	1,340 66	36 93
Kenosha,.....	4,123 15	14,755 99	.....	19,476 24	14,182 17	126 00
La Crosse,.....	1,825 78	390 95	2,066 25	4,254 58	5,587 21	40 00
La Fayette,.....	4,893 35	2,333 53	.....	8,654 14	9,919 73	47 75
La Pointe,.....	23 68	.....	.....	23 68	148 08	.....
Manitowoc,.....	4,940 33	1,462 09	125 46	6,527 93	5,693 12	27 86
Marathon,.....	214 80	783 24	632 15	341 70	809 15	.....
Marquette,.....	2,155 29	534 27	.....	2,034 81	5,647 95	54 06
Milwaukee,.....	12,638 20	17,611 28	331 74	29,597 70	47,431 84	98 58
Monroe,.....	1,430 55	2,551 82	.....	5,002 06	4,772 87	.....
Oconto,.....	1,597 89	917 67	743 90	2,325 25	2,427 60	.....
Outagamie,.....	6,989 35	1,181 20	.....	3,583 24	6,370 76	15 12
Ozaukee,.....	4,667 31	3,286 87	89 21	8,146 41	8,594 24	255 41
Pepin,.....	381 82	129 33	10 00	1,047 11	1,342 94	.....
Pierce,.....	786 33	1,449 77	.....	1,243 61	2,600 81	.....
Polk,.....	170 73	425 95	.....	883 86	667 85	.....
Portage,.....	2,401 22	781 77	15 15	2,157 31	4,959 01	76 89
Racine,.....	5,188 89	11,534 49	301 38	18,248 08	18,903 05	132 20
Richland,.....	2,144 79	1,524 60	86 63	3,934 55	5,899 74	36 69
Rock,.....	11,710 99	12,709 06	.....	24,419 21	34,105 82	165 44
St. Croix,.....	27 00	317 76	702 40	4,548 78	3,702 76	.....
Sauk,.....	4,858 12	6,040 39	.....	10,743 29	15,628 48	259 27
Shawano,.....	132 00	302 13	.....	.....	504 17	30 00
Sheboygan,.....	5,929 63	5,637 40	.....	12,367 06	16,448 03	107 79
Trempealeau,.....	387 65	1,806 58	.....	2,190 93	1,688 12	116 49
Walworth,.....	6,664 31	6,806 31	.....	14,124 95	23,560 50	52 99
Washington,.....	5,821 48	5,089 79	200 00	11,083 39	14,573 11	66 70
Waukesha,.....	6,893 92	5,600 03	.....	11,132 76	20,291 70	99 95

Table No. VI.—Recapitulation—continued.

Names of Counties.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' Wages.	Amount of money paid for Libraries.
Waupaca,.....	2,077 56	2,943 27	.....	5,848 16	6,848 58	104 60
Waunahara.	2,055 54	2,840 43	25 36	4,805 92	7,003 60	.....
Winnebago,.....	4,981 71	8,298 78	.....	15,385 92	18,850 49	.....
Wood,.....	160 64	178 94	.....	1,534 50	1,360 80	.....
	\$188,027 87	\$194,545 25	\$64,318 76	\$441,058 99	\$536,860 66	\$8,278 27

Table No. VI.—Recapitulation.—continued.

Names of Counties.	Amount of money expended for other purposes.	Amount of money remaining unexpended.	Amount of money raised by tax Wages. and expended for Teachers.	Amount of money raised by tax and expended for District Libraries.	Amount of money raised by tax and expended on School Houses.	Amount of money raised by tax and expended for other purposes.
Adams,	\$1,270 79	\$1,710 49	\$2,379 08	\$22 17	\$1,952 98	\$569 42
Ad A.,	1,839 75	1,209 36	1,849 27	12 51	1,938 01	937 03
Brown,	1,082 54	1,367 87	3,632 04	70 00	1,485 59	591 31
Buffalo,	769 18	848 64	1,488 85	.....	1,491 12	1,080 00
Calumet,	1,409 53	1,123 93	2,394 02	55 00	1,417 64	717 56
Chippewa,	125 00	.....	681 65	18 00	750 00	.....
Clark,	8 00	29 58	233 50	20 00	150 00	85 00
Columbia,	6,471 21	2,379 62	8,622 79	77 09	3,730 61	4,832 40
Orawford,	5,765 80	2,438 89	2,994 04	54 00	6,480 23	1,054 82
Dane,	6,196 98	3,895 35	15,527 83	133 03	7,767 57	3,988 25
Dodge,	5,537 38	3,827 24	12,521 29	168 79	9,495 56	3,880 99
Door,	405 78	477 83	1,091 00	5 00	1,568 88	882 00
Douglas,	279 39	417 44	750 00	.....	.....	.....
Dunn,	1,094 09	459 36	1,177 00	.....	2,360 00	252 12
East Claire,	1,003 50	563 21	1,493 92	.....	753 65	720 25
Fond du Lac,	6,123 06	6,264 06	10,015 23	202 88	3,605 91	8,871 48

Table No. VI.—Recapitulation.—continued.

Names of Counties.	Amount of money expended for other purposes	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' Wages.	Amount of money raised by tax and expended for District Libraries.	Amount of money raised by tax and expended on Sch'l Houses.	Amount of money raised by tax and expended for other purposes.
Grant,	\$3,428 50	\$2,439 73	\$7,817 51	\$30 00	\$5,558 24	\$1,042 64
Green,	5,788 48	1,506 57	6,487 14	16 00	6,337 05	2,616 19
Green Lake,	2,600 55	2,008 91	5,100 14	14 14	1,043 50	1,203 08
Iowa, ..	2,582 24	3,514 52	6,179 21	13 00	1,482 13	1,373 09
Jackson,	349 55	1,233 75	1,447 49	25 00	615 37	357 52
Jefferson,	3,357 81	3,943 01	5,992 88	120 49	8,591 52	3,090 22
Juneau,	2,290 94	3,125 05	3,873 74	25 00	2,179 00	1,073 60
Kewaunee,	648 56	532 23	1,455 00	.....	2,392 20	68 00
Kenosha,	6,249 10	8,398 32	2,422 59	.....	1,467 00	2,476 09
La Crosse,	457 38	.....	3,844 25	.....	7,358 48	2,169 97
La Fayette,	3,858 44	.....	3,801 93	40 00	3,742 68	1,573 93
La Pointe,	73 00	1,568 99	400 00	25 40	150 00	600 00
Manitowoc,	185 92	.....	6,464 81	.....	2,875 77	1,635 49
Marathon,	33 00	209 68	150 00	25 00	785 42	232 08
Marquette,	1,065 98	233 13	2,430 12	.....	442 06	582 33
Milwaukee,	10,080 32	722 98	2,979 86	7 00	2,670 31	1,089 95
		541 73		62 00		

Monroe,	2,181 66	2,860 89	3,291 75	.....	5,061 50	864 75
Oconto,	867 35	181 42	1,632 40	.....	3,745 21	114 25
Outagamie,	2,649 35	2,337 76	4,520 38	49 42	1,737 00	1,289 18
Ozaukee,	1,973 17	662 11	1,073 01	31 67	1,813 43	899 78
Pepin,	12 00	.....	636 86	50 00	1,768 22	53 00
Pierce,	1,037 17	468 47	2,271 60	25 00	678 95	788 82
Polk,	105 33	227 11	395 00	.....	1,745 00	112 43
Portage,	948 74	445 62	3,412 77	20 00	2,081 09	762 93
Racine,	5,142 45	1,766 66	3,293 02	16 69	3,091 87	1,568 04
Richland,	3,878 94	2,364 46	3,342 11	145 00	2,460 55	1,191 47
Rock,	8,622 05	3,355 76	14,306 05	18 81	2,719 93	5,378 87
St. Croix,	2,281 60	871 11	2,922 82	39 17	1,174 10	689 81
Sauk,	4,782 31	6,809 58	7,801 87	106 00	4,304 35	2,893 23
Shawano,	234 20	302 00	370 00	30 00	600 00	56 20
Sheboygan,	3,659 74	2,621 39	5,777 21	30 85	1,071 28	2,284 81
Trempealeau,	754 69	865 70	1,244 00	108 68	1,370 00	276 00
Walworth,	7,632 47	2,597 55	10,816 61	29 59	3,542 75	4,614 87
Washington,	930 05	1,999 85	2,596 97	23 68	1,727 53	1,115 57
Waukesha,	6,025 66	1,796 08	11,225 49	12 36	5,405 26	3,439 75
Wauwata,	1,475 08	2,078 72	4,618 76	45 00	1,208 54	1,291 17
Waushara,	2,028 30	1,743 43	2,492 29	.....	1,167 92	1,706 87
Winnebago,	6,670 36	1,784 28	11,591 16	16 60	4,733 30	4,089 89
Wood,	963 07	384 38	344 80	.....	981 50	95 00
	\$147,175 54	\$38,538 85	\$227,672 61	\$2,039 52	\$144,328 79	\$80,220 50

TABLE NO. 7.

TABLE No. VII.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and priv. Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
ADAMS—															
Adams,.....	\$601 68	\$300 00	\$16 68	3	4	3	5								
Barton,.....	100 00	100 00	100 00	1	1	4									
Brownville,.....															
Chester,.....	675 00	400 00	50 00	4	4	6	7								
Dell Prairie,....	1,006 00	350 00	50 00	5	6	1	6								
Easton,.....	175 00	100 00	25 00	3	4	2	4								
Grand Marsh,....	1,066 00	400 00	100 00	4	4		5		1	25	25				
Jackson,.....	910 00	250 00	85 00									\$0 10	\$0 10		
Leola,.....															
Monroe,.....															
Newark Valley,...	20 00			1	1	1	1								
New Haven,.....	1,120 00	400 00	200 00	5	6	2	5	1		15	20	50	50		
Preston,.....	390 00	250 00	25 00	6	6	5	6								
Quincy,	900 00	350 00	100 00	1	2		5								
Rome,.....															
Richfield,.....	475 00	300 00	25 00	2	4	2	4		1	21					

Springville,....	625 00	300 00	10 00	8	8	..	8	..	8	..	26	71	60	..	..	..
Strong's Prairie,	220 00	120 00	100 00	4	4	3	4	3	3	1	..	..	..	..	..	..
White Creek,....	400 00	200 00	100 00	3	3	..	3	..	3	..	..	..	..	..	..	..
	8,683 68	400 00	10 00	50	56	26	62	2	2	2	87	..	60	..	..	..
BAD AX—																
Bergen,.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	42
Christiana,....	530 00	250 00	150 00	4	4	3	4	..	..	..	..	..	..	..	..	..
Clinton,.....	50 00	50 00	..	2	2	2	2	..	..	..	..	..	..	..	..	..
Coon,.....	110 00	50 00	50 00	2	1	1	2	..	..	..	..	..	..	..	..	..
Franklin,.....	850 00	300 00	150 00	..	..	6	..	..	..	..	..	..	..	..	..	..
Forest,.....	179 23	90 00	14 00	4	4	4	4	..	..	..	..	..	..	..	..	..
Greenwood,....	220 00	100 00	20 00	4	4	4	5	..	..	..	..	..	..	..	..	..
Hillsborough,...	840 00	450 00	30 00	5	5	2	5	..	..	..	..	..	..	..	..	..
Hamburg,.....	130 00	80 00	50 00	1	2	2	2	..	..	..	..	..	..	..	..	..
Harmo y,.....	265 00	175 00	15 00	3	3	1	3	..	..	..	..	..	..	..	..	..
Jefferson,.....	750 00	400 00	20 00	7	7	1	7	1	15	..	..	..	..	..	..	..
Kickapoo,.....	600 00	200 00	50 00	4	5	1	5	..	..	..	..	..	..	..	..	..
Liberty,.....	382 00	352 00	30 00	2	2	2	2	..	..	..	..	..	..	..	..	..
Stark,.....	50 00	50 00	50 00	1	3	1	3	..	..	..	..	..	..	..	..	..
Sterling,.....	370 00	250 00	50 00	7	8	8	8	..	..	..	..	..	..	..	..	..
Union,.....	10 00	10 00	10 00	1	1	1	1	..	..	..	..	..	..	..	..	..
Viroqua,.....	1,989 00	1,000 00	25 00	11	12	5	12	..	..	..	..	..	..	..	..	..
Wheatland,....	1,050 00	400 00	100 00	5	5	5	6	..	..	..	..	..	..	..	..	..
Webster,.....	200 00	50 00	30 00	4	4	4	4	..	..	..	..	..	..	..	..	..
Whitestown,....	200 00	200 00	200 00	3	2	3	3	..	..	..	..	..	..	..	..	..
	8,775 23	1,000 00	10 00	70	74	55	78	1	15	..	..	..	..	..	3	42
BROWN—																
Bellevue,.....	50 00	50 00	50 00	..	..	..	1	..	..	..	..	..	..	..	..	..
Depere,.....	203 00	150 00	28 00	1	1	3	3	..	..	..	..	..	..	..	..	..
Depere Village,...	4,000 00	4,000 00	4,000 00	1	..	..	1	..	..	..	..	..	..	..	..	..
Green Bay,....	756 00	350 00	30 00	7	7	..	9	..	..	..	..	..	..	..	..	..

Table No. VII.—continued.

Names of Counties and Towns.	Total Valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. of Sch'l's without Blackboard	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Districts.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of Select and Private Sch'l's other than incorporated Academies.	Average No. Pupils attending such Schools during the year.
<i>Brown—continued</i>																
Green Bay City,	\$3,400 00	3,400 00	3,400 00	3	...	3	3	1	1	12	6	...	...	...	3	51
Glenmore,	170 00	80 00	40 00	3	...	...	...	2	...	172	567	...	...	...	...	...
Howard,	715 00	125 00	90 00	1	4	...	4	2	...	90	440	...	...	...	...	...
Howard, Ft. Bor.,	400 00	...	...	1	1	4	...	1	...	147	...	...	...	...	...	...
Holland,	510 00	200 00	50 00	3	4	2	4	2	...	157	...	...	...	...	...	...
Lawrence,	840 00	150 00	75 00	3	3	2	5	1	...	157	15	...	\$0 20	...	...	...
New Denmark,	450 00	164 00	136 00	1	2	2	2	2	...	42	35	...	0 15	\$0 15	...	...
Morrison,	170 00	100 00	70 00	...	...	2	...	2	...	...	...	...	...	...	...	...
Preble,	300 00	150 00	150 00	2	1	4	...	1	...	...	...	...	...	...	...	...
Pittsfield,	428 00	100 00	30 00	3	5	...	5	...	...	...	...	...	...	...	...	...
Rockland,	460 00	250 00	200 00	...	...	...	...	...	...	...	...	...	...	...	...	...
Samico,	700 00	350 00	100 00	...	...	...	...	...	...	...	...	...	...	...	...	...
Wrightstown, .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	13,042 00	4,000 00	80 00	27	28	20	37 00	12	1	620	1,063	...	35	0 15	3	51

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of School Houses	Highest valuation of any School Houses.	Lowest valuation of any School House.	No. of School House sites containing less than one acre.	No. of School House sites unclosed.	No. of Schools without Blackboard	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. of Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorporated Academies.	Average No. Pupils attending such Schools during the year.
CHIPPewa—con.																
Eagle Point, . . .	\$325 00	.....	.....	3	3	3	3									
Lafayette, . . .	800 00	.....	.....	2	4	..	4									
	2,725 00	.....	.....	7	8	8	10									
CLARK—																
Pine Valley, . . .	400 00	800 00	100 00	2	.....	2	4									
Levis, . . .	15 00	15 00	15 00	1	1	1	1									
Weston, . . .	320 00	800 00	200 00	.....	2	1	2									
	735 00	800 00	15 00	3	3	4	7									
CRAWFORD—																
Prairie du Chien, .	7,298 97	4,323 00	280 00	7	7	4	4	1	1	1					1	80

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorporated Academies.	Average No. Pupils attending such Schools during the year.
COLUMBIA—continued.																
West Point,.....	\$1,520 00	\$400 00	\$50 00	8	8	1	8	8	1	24	286	.....	.....	.....	.....	.....
Wyocena,.....	2,710 00	1,500 00	10 00	8	8	1	8	7	1	286	286	.....	.....	.....	.....	.....
	29,292 43	1,500 00	5 00	107	131	19	113	52	2	1,804	2,069	.....	.....	.....	2	.....
DANE—																
Albion,.....	2,306 00	500 00	10 00	7	7	1	7	7	2	201	81	.....	.....	.....	.....	.....
Berry,.....	520 00	180 00	40 00	4	3	1	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
Black Earth,....	2,000 00	1,500 00	100 00	5	5	.....	5	1	.....	15	.....	.....	.....	.....	1	64
Blooming Grove,...	1,070 00	500 00	20 00	6	3	2	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Blue Mounds,....	675 00	275 00	75 00	4	3	2	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bristol,.....	1,895 00	600 00	25 00	7	2	3	7	.....	.....	.....	.....	.....	.....	.....	2	.....
Burke,.....	2,580 00	1,000 00	30 00	6	7	1	7	4	.....	121	141	.....	.....	.....	.....	.....
Christiana,.....	1,850 00	600 00	50 00	8	7	.....	6	8	.....	76	20	.....	.....	.....	.....	.....
Cottage Grove,...	2,235 00	400 00	60 00	10	9	3	10	6	2	97	78	.....	.....	.....	.....	.....

Cross Plains, . . .	1,053 00	300 00	38 00	5	6	4	7	7	1	70	60	11	50	1	1	35
Dane, . . .	2,799 00	424 00	100 00	6	7	2	7	7	1	8	8	11	50	1	1	35
Deerfield, . . .	1,250 00	400 00	50 00	6	7	2	7	7	1	8	8	11	50	1	1	35
Dankirk, . . .	2,000 00	600 00	250 00	6	7	2	7	7	1	8	8	11	50	1	1	35
Dunn, . . .	785 00	350 00	10 00	7	7	2	7	7	1	8	8	11	50	1	1	35
Fitchburg, . . .	1,930 00	489 00	25 00	8	3	1	8	8	1	8	8	11	50	1	1	35
Madison City, . . .	10,000 00	.....	.....	6	5	3	1	8	1	8	8	11	50	1	1	35
Madison, . . .	2,800 00	1,000 00	200 00	4	6	3	1	8	1	8	8	11	50	1	1	35
Mazo Manie, . .	1,865 00	1,000 00	40 00	6	5	3	1	8	1	8	8	11	50	1	1	35
Medina, . . .	1,650 00	375 00	20 00	8	6	1	5	1	2	2	1	44	28	5	200	200
Middleton, . . .	2,183 00	700 00	38 00	7	7	2	7	7	1	8	8	11	50	1	1	35
Montrose, . . .	800 00	230 00	20 00	6	7	3	7	7	1	8	8	11	50	1	1	35
Oregon, . . .	2,355 00	500 00	15 00	9	9	3	1	8	1	8	8	11	50	1	1	35
Perry, . . .	190 00	100 00	40 00	1	3	1	3	7	1	8	8	11	50	1	1	35
Primrose, . . .	1,648 00	462 00	30 00	6	5	2	7	7	1	8	8	11	50	1	1	35
Pleasant Spring, . .	1,055 00	500 00	5 00	5	5	2	7	7	1	8	8	11	50	1	1	35
Rutland, . . .	2,125 00	500 00	50 00	4	8	3	1	8	1	8	8	11	50	1	1	35
Roxbury, . . .	940 00	300 00	40 00	5	6	3	6	7	1	8	8	11	50	1	1	35
Springdale, . . .	590 00	360 00	10 00	3	5	3	5	7	1	8	8	11	50	1	1	35
Springfield, . . .	1,015 00	800 00	15 00	7	6	4	6	7	1	8	8	11	50	1	1	35
Sun Prairie, . . .	2,760 00	1,000 00	250 00	8	7	3	8	7	1	8	8	11	50	1	1	35
Vermont, . . .	371 00	196 00	75 00	3	3	3	8	7	1	8	8	11	50	1	1	35
Vernon, . . .	1,125 00	550 00	25 00	4	6	3	4	7	1	8	8	11	50	1	1	35
Vienna, . . .	865 00	300 00	100 00	5	5	5	5	7	1	8	8	11	50	1	1	35
Westport, . . .	532 70	225 00	27 00	5	5	2	5	7	1	8	8	11	50	1	1	35
Windsor, . . .	1,825 00	400 00	150 00	4	5	1	6	7	1	8	8	11	50	1	1	35
York, . . .	2,610 00	500 00	10 00	5	5	4	5	7	1	8	8	11	50	1	1	35
	64,252 70	5,000 00	5 00	194	185	47	201	69	18	2,015	1,459	50	50	16	892	892
DODGE—																
Ashtabula, . . .	1,575 00	390 00	50 00	8	7	7	8	8	8	394	1,190	1	1	35	35	35
Beaver Dam, . . .	1,275 00	300 00	25 00	8	6	6	8	8	8	385	702	1	1	35	35	35
Burnet, . . .	2,800 00	500 00	100 00	8	1	1	1	8	8	215	387	1	1	35	35	35

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
<i>Donor—continued.</i>																
Calamus,.....	\$1,490 00	\$410 00	\$50 00	9	8	1	8	4	..	86	196	..	..	..	..	..
Chester,.....	4,850 00	2,500 00	200 00	5	6	..	6	5	..	113	80	..	..	..	..	..
Clyman,.....	2,180 00	900 00	80 00	9	7	1	9	10	..	451	1,053	..	..	..	..	..
Elba,.....	2,305 00	500 00	25 00	9	8	4	9	1	..	20	20	..	..	..	..	..
Emmet,.....	1,150 00	300 00	50 00	7	5	1	8	..	..	..	..	..	..	..	..	..
Fox Lake,.....	5,679 00	8,000 00	40 00	9	9	1	7	2	6	253	..	..	..	..	2	150
Herman,.....	1,003 00	250 00	3 00	11	11	..	11	8	2	300	70	..	..	..	..	..
Hubbard,.....	9,090 00	7,000 00	50 00	7	7	..	8	..	..	117	61	..	..	..	2	40
Hustisford,.....	1,695 00	300 00	150 00	7	6	..	6	7	..	392	684	..	..	..	..	..
Le Roy,.....	1,460 00	400 00	10 00	5	7	1	6	3	..	51	213	..	..	..	1	22
Lomira,.....	2,325 00	600 00	30 00	11	11	2	9	2	..	6	..	..	..	..	..	..
Lowell,.....	2,538 00	410 00	50 00	..	..	..	..	..	..	..	..	..	..	..	..	..
Lebanon,.....	700 00	400 00	16 00	5	5	2	5	7	..	251	177	..	..	..	4	300
Oak Grove,.....	2,710 00	900 00	35 00	8	8	3	6	3	..	100	..	..	..	..	..	..
Portland,.....	1,830 00	600 00	10 00	5	4	1	5	7	..	136	402	..	..	..	..	..
Rubicon,.....	1,880 00	650 00	25 00	12	13	12	3	4	4	92	180	..	..	..	..	..

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. of Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorpor'd Academies.	Average No. Pupils attending such Schools during the year.
<i>DUNK—continued.</i>																
Spring Brook, . . .	\$870 00	\$550 00	\$20 00	4	5	2	5	..	..	..	..	..	..	..	..	..
Dunn,	89 00	..	..	4	4	..	..	..	..	..	..	..	..	..	..	..
	2,488 00	550 00	20 00	17	18	3	18	..	..	..	..	..	..	..	1	..
<i>EAU CLAIRE—</i>																
Brunswick,	175 00	100 00	25 00	4	4	4	4	..	..	..	..	..	..	..	..	..
Bridge Creek,	670 70	370 70	30 00	3	3	1	3	..	..	..	..	..	..	..	..	..
Pleasant Valley, . .	69 75	34 75	25 00	2	1	2	2	..	..	..	..	..	..	..	..	..
Half Moon,	1,880 00	1,500 00	30 00	4	4	3	4	1	..	10	..	..	..	..	..	..
Eau Claire,	1,000 00	500 00	50 00	8	8	2	8	..	..	..	..	..	..	..	1	20
North Eau Claire,	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	3,785 45	1,500 00	25 00	21	20	12	21	1	..	10	..	..	..	..	1	20

FOND DU LAC—

Fond du Lac, city,	5,000 00	200 00	...	2	...	8	1	...	1	...	410	1,779	...	...	...	6	180
Auburn,	345 00	450 00	5 00	9	10	1	10	7	2	76	61	...	...	...	...	...	...
Ashford,	1,928 00	350 00	1 00	8	5	5	10	4	1	69	39	...	...	...	...	...	...
Byron,	2,600 00	400 00	25 00	10	9	...	11	9	...	244	196	\$0 11	\$0 25	...	...	...	...
Calumet,	975 00	325 00	50 00	5	8	3	...	2	...	10	92	...	...	...	...	...	...
Empire, .....	...	...	...	8	6	3	...	3	...	...	...	...	...	...	...	...	...
El Dorado,	1,850 00	600 00	100 00	5	4	4	3	4	...	227	251	...	...	...	...	...	...
Eden,	1,140 00	450 00	25 00	9	9	1	5	5	...	184	138	68	68	...	...	...	...
Forest,	635 00	200 00	20 00	5	5	5	5	3	...	107	180	...	...	...	...	...	...
Friendship,	950 00	...	...	6	1	2	5	2	1	59	33	...	...	...	...	...	...
Fond du Lac,	1,275 00	400 00	25 00	7	6	...	7	7	...	211	55	...	...	...	...	...	...
Lamartine, .....	...	...	...	9	9	3	9	...	...	59	37	...	...	...	...	...	...
Metomen,	4,358 00	500 00	50 00	11	10	...	11	2	2	102	136	...	...	...	...	...	...
Oakfield,	3,850 00	550 00	50 00	6	4	4	7	...	...	...	...	...	...	...	...	1	20
Oscoda,	1,155 00	300 00	50 00	8	8	4	7	...	...	...	...	...	...	...	...	...	...
Marshfield,	130 00	80 00	50 00	2	2	2	2	2	2	26	25	...	...	...	...	1	50
Rosendale,	2,175 00	500 00	175 00	7	8	1	5	2	2	129	260	88	52	...	...	1	...
Springvale,	2,330 00	500 00	100 00	8	8	...	9	1	3	167	466	40	...	...	...	...	...
Taycheedah,	1,265 00	400 00	15 00	5	1	1	4	4	...	72	...	...	...	...	...	...	...
Waupun,	1,850 00	310 00	150 00	6	7	7	6	...	...	89	69	...	...	...	...	...	...
Ripon,	2,773 70	683 00	50 00	8	6	1	6	...	...	...	...	...	...	...	...	...	...
Ripon, city,	2,150 00	2,000 00	150 00	2	1	...	...	...	...	...	...	...	...	...	...	3	100
	38,134 70	2,000 00	1 00	155	130	15	139	71	17	2,436	4,026	2 09	38	1 45	12	360	...

GRANT—

Beetown,	1,500 00	400 00	50 00	4	9	2	7	1	...	38	8	...	...	...	...	...	...
Blue River,	400 00	200 00	50 00	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clifton,	1,926 00	475 00	250 00	6	5	3	7	...	...	...	...	...	...	...	...	...	...
Cassville,	1,465 00	350 00	25 00	5	8	1	6	...	...	54	92	21 64	43	3	60	...	...
Ellenboro',	615 00	300 00	5 00	6	5	...	...	...	...	...	...	...	...	...	...	...	...
Fennimore,	2,235 00	600 00	35 00	9	13	7	13	1	...	24	12	...	...	...	...	...	...

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and priv. Schools other than incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
GREEN LAKE—con.																
Markesan Village.	1,650 00	\$400 00	\$50 00	1	6	..	1	4	..	125	187	\$0 65	\$0 15	..	2	50
Mackford,	1,925 00	300 00	25 00	6	7	..	2	7	2	228	219	..	\$0 50	..	..	..
Manchester,	100 00	..	..	1	1	..	2	2	..	..	..	..	..	..	2	36
Marquette,	1,620 00	400 00	30 00	6	7	1	7	6	4	312	248	..	..	..	..	..
Princeton,	1,620 00	400 00	30 00	6	7	1	7	6	4	312	248	..	..	..	..	..
Ste. Marie,	1,450 00	1,000 00	50 00	2	4	1	4	1	..	15	..	..	..	..	..	..
Seneca,	495 00	140 00	80 00	3	4	2	4	..	..	..	..	..	..	..	..	..
	17,464 83	1,000 00	25 00	60	74	12	56	40	6	1,460	1,025	0 90	15	75	5	101
IOWA—																
Arena,	1,675 00	300 00	70 00	10	10	1	..	..	..	..	..	..	..	..	..	..
Clyde,	600 00	150 00	10 00	4	4	..	3	..	..	..	..	..	..	..	..	..
Dodgeville,	4,635 00	2,000 00	50 00	5	9	..	10	9	..	302	161	..	..	..	..	..
Highland,	4,375 00	1,510 00	75 00	9	11	..	9	..	..	..	..	..	..	..	1	55

Table No. VII.—continued.

Names of Counties and Towns	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
JEFFERSON—continued.																
Milford,.....	\$1,365 00	\$400 00	\$50 00	8	8	4	6	3	..	14	..	..	..	..	..	..
Oakland,.....	900 00	300 00	50 00	4	4	..	4	..	..	26	16	..	..	..	..	..
Palmyra,.....	6,370 00	4,000 00	20 00	10	7	1	7	..	..	27	..	..	..	..	..	..
Sullivan,.....	3,230 00	600 00	20 00	10	11	..	9	1	..	..	..	..	..	..	..	..
Sumner,.....	1,220 00	700 00	200 00	3	3	..	1	3	4	24	..	..	..	..	1	..
Waterloo,.....	865 00	350 00	15 00	6	3	..	5	1	5	30	25	..	..	..	..	30
Waterloo Village,.....	..	..	..	..	..	10	..	..	..	..	..	..	..	..	..	..
Watertown,.....	2,040 00	500 00	20 00	12	10	10	11	11	..	319	120	..	..	..	..	..
Watertown City,.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	85,851 30	4,540 00	0 50	124	113	17	83	53	15	1,276	1,019	\$0 35	..	\$0 87	5	170
JUNEAU—																
Armenia,.....	145 00	85 00	60 00	2	3	3	3	..	..	..	..	..	..	..	..	..
Necedah,.....	610 00	600 00	10 00	2	1	..	1	1	..	50	..	..	..	..	..	..
Germanatown,	550 00	200 00	50 00	5	5	3	5	..	..	..	..	..	..	..	..	..

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
KENOSHA—continued.																
Paris,	\$2,345 00	\$850 00	\$40 00	12	3	..	7	6	..	106	56	..	..	..	..	..
Salem,	1,955 00	625 00	25 00	8	9	..	8	6	..	328	1,829	..	..	..	..	..
Somers,	2,850 00	1,000 00	75 00	12	3	..	6	7	..	556	2,076	..	..	..	..	..
Brighton,	1,305 00	400 00	25 00	7	4	..	7	7	..	302	888	..	..	..	..	..
	35,600 00	12,000 00	5 00	62	34	..	44	36	..	1,786	4,935	\$0 10	..	..	..	..
LA CROSSE—																
La Crosse City, ..	15,000 00	10,000 00	5,000 00	2	2	..	..	..	..	..	..	..	..	..	2	50
Campbell,	600 00	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Jackson, .....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Burns,	812 00	..	..	4	5	..	..	1	..	37	338	35	..	\$0 35	..	..
Barre,	1,475 00	..	..	5	..	..	..	..	..	..	..	..	..	..	..	..
Holland,	700 00	..	..	2	2	..	..	..	..	..	..	..	..	..	..	..
Farmington,	1,550 00	..	..	2	..	..	..	1	..	26	..	10	\$0 10	..	..	..
Neshanic,	1,800 00	..	..	4	5	..	..	..	..	..	..	..	..	..	..	..

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. of Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and priv. Schools other than incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
MANITOWOC—con.															
Eaton,.....	\$450 00	\$150 00	\$50 00	5	9	8	9	...	...	...	...	...	...	...	...
Franklin,.....	729 50	150 00	100 00	6	3	4	6	...	...	...	...	...	...	...	...
Gibson,.....	715 00	300 00	50 00	5	4	2	6	...	...	...	...	...	...	...	...
Kossuth,.....	680 00	300 00	30 00	4	5	5	5	...	...	163	1,019	...	...	...	...
Manitowoc,.....	8,187 50	2,000 00	387 50	3	2	...	...	2	...	165	240	...	...	2	100
Manitowoc Rapids	1,315 00	500 00	100 00	6	5	...	4	...	...	...	...	...	...	...	...
Maple Grove,...	580 00	260 00	50 00	4	4	4	4	...	...	...	...	...	...	...	...
Meeme,.....	480 00	150 00	60 00	5	5	2	6	...	...	...	...	...	...	...	...
Mishicot,.....	722 00	250 00	50 00	...	5	1	6	1	...	28	...	...	...	...	...
Newton,.....	460 00	160 00	50 00	4	5	3	3	1	...	20	...	...	...	...	...
Rockland,.....	561 00	150 00	61 00	5	3	5	5	3	...	48	...	...	...	...	...
Schleswig,.....	500 00	250 00	90 00	4	4	3	6	1	...	7	...	...	...	...	...
Two Rivers,.....	1,834 90	1,000 00	60 90	3	5	...	6	2	...	137	...	...	...	...	...
	15,384 90	2,000 00	50 00	75	81	37	75	18	...	675	1,959	...	...	2	100

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House containing less than one acre.	No. of School House sites, uninclosed.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. of volumes in all the Libraries.	No. of volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorporated Academies.	Average No. Pupils attending each School during the year.
MILWAUKEE—con.															
Oak Creek,.....	3,885 00	800 00	63 00	10	6	1	3	10	345	200	.....	.....	.....	.....	.....
Milwaukee,.....	1,500 00	400 00	25 00	9	3	.....	3	3	67	22	.....	.....	.....	.....	.....
Milwaukee (City)	81,500 00	20,000 00	1,000 00	9	.....	.....	.....	6	483	.....	.....	.....	.....	80	1807
	101,243 00	20,000 00	20 00	74	47	5	36	47	4,189	599	26 43	10 37	16 06	85	1907
MONROE.															
Adrian,.....	630 00	300 00	100 00	1	2	.....	2	.....	.....	.....	.....	.....	.....	.....	.....
Angelo,.....	625 00	500 00	.....	4	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....
Clifton,.....	200 00	200 00	.....	1	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Easton,.....	400 00	400 00	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Glendale,.....	640 00	200 00	.....	2	2	2	5	.....	.....	.....	.....	.....	.....	.....	.....
Leon,.....	1,080 00	300 00	.....	4	3	1	7	.....	.....	.....	.....	.....	.....	.....	.....
Leroy,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorpd Academies.	Average No. Pupils attending such Schools during the year.
OUTAGAMIE—con.																
Freedom,.....	\$411 00	\$111 00	\$100 00	3	3	2	8	...	...	...	...	...	...	...	...	...
Grand Chute,....	640 00	300 00	10 00	8	8	2	8	2	...	66	80	...	...	...	...	...
Greenville,.....	1,741 00	600 00	25 00	8	7	2	8	2	...	...	...	...	...	...	...	...
Hortonville,.....	625 00	250 00	75 00	4	4	2	4	...	...	...	...	...	...	...	...	...
Kankana,.....	961 00	300 00	100 00	2	4	1	5	3	...	92	25	...	...	...	...	...
Liberty,.....	300 00	500 00	300 00	2	1	1	1	...	...	...	...	...	...	...	...	...
Osborn,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	...	...	...	...	...	...	...
	9,296 00	600 00	10 00	54	46	21	52	7	...	226	166	...	...	...	2	50
OZAUKEE—																
Belgium,.....	746 00	200 00	20 00	.....	7	5	5	8	...	287	...	...	...	...	...	...
Cedarburg,.....	4,634 00	3,000 00	25 00	8	4	5	6	4	...	103	...	...	...	...	...	...
Fredonia,.....	1,002 00	150 00	42 00	9	9	5	9	2	...	77	42	...	...	...	1	48
Grafton,.....	2,320 00	1,500 00	50 00	7	6	...	4	2	2	60	59	...	...	...	1	40

Mequon,.....	1,820 00	500 00	30 00	12	13	1	6	13	2	972	851	\$0 60	\$0 25	\$0 35	3	.....
Pt. Washington, ..	4,305 00	4,000 00	10 00	7	7	2	7	7	.....	.....	.....	.....	.....	.....	1	25
Saukville,.....	950 00	350 00	40 00	8	8	1	8	4	..	131	125	.....	.....	.....	.....	.....
PEPIN—	15,777 00	4,000 00	10 00	51	54	14	45	36	4	1,580	1,077	60	25	35	6	108
Albany,.....	50 00	50 00	50 00	1	1	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bear Creek,.....	750 00	450 00	150 00	4	3	1	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Frankfort,.....	112 00	100 00	.....	1	2	..	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lima,.....	225 00	125 00	100 00	2	2	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pepin,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Stockholm,.....	60 00	300 00	150 00	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Waubeek,.....	1,787 60	450 00	50 00	11	8	4	11	.....	.....	.....	.....	.....	.....	.....	.....	.....
PIERCE—	450 00	450 00	450 00	2	2	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pleasant Valley, ..	75 00	75 00	75 00	1	1	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Perry,.....	280 00	200 00	80 00	2	2	1	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hartland,.....	300 00	200 00	100 00	3	3	1	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Trim Belle,.....	300 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Trenton,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Isabelle,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oak Grove,.....	400 00	400 00	.....	1	1	..	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Prescott City,.....	1,500 00	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	25
Clifton,.....	750 00	300 00	200 00	3	4	2	4	.....	.....	.....	.....	.....	.....	.....	1	7
River Falls,.....	1,250 00	350 00	300 00	4	4	4	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Martell,.....	150 00	150 00	150 00	.....	.....	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Diamond Bluff,...	.....	.....	.....	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	5,455 00	450 00	75 00	18	19	14	24	.....	.....	.....	.....	.....	.....	.....	8	82

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
POLK—																
Alden,	\$800 00	\$800 00	\$800 00	1	1	2	2	1	1	1	1	1	1	1	1	1
Farmington,																
Oscola,																
St. Croix Falls,																
Sterling,																
	800 00	800 00	800 00	1	1	2	2	1	1	1	1	1	1	1	1	1
PORTAGE—																
Amherst,	275 00	50 00	5 00	4	5	4	5	1	1	1	1	1	1	1	1	1
Almond,	450 00	250 00	25 00	5	5	5	5	1	1	1	1	1	1	1	1	1
Belmont,	405 70	150 00	25 00	5	5	5	5	1	1	1	1	1	1	1	1	1
Buena Vista,	1,145 00	470 00	50 00	2	5	3	5	1	1	1	1	1	1	1	1	1
Lanark,	176 00	1,300 00	20 00	5	5	3	5	1	1	1	1	1	1	1	1	1
Linwood,	122 50	70 00	52 50	3	1	2	2	1	1	1	1	1	1	1	1	1
New Hope,	375 00	200 00	75 00	3	3	2	3	1	1	1	1	1	1	1	1	1

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House sites containing less than one acre.	No. of School House sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. of volumes in all the Libraries.	No. of volumes loaned during the year.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
RICHLAND—continued.															
Richmond,	1,618 60	400 00	50 00	8	8	5	5	1	1	11	4	..	..	..	..
Richwood,	280 25	200 00	25 00	6	8	8	8	..	..	..	..	..	..	..	..
Rockbridge,	2,825 00	2,000 00	50 00	7	8	4	8	..	..	..	..	..	..	..	..
Richland,	400 00	100 00	50 00	7	7	3	7	..	..	..	..	..	..	..	..
Sylvan,	980 00	300 00	75 00	6	7	6	7	1	..	14	14	..	..	..	..
Willow,	958 85	400 00	40 00	3	9	7	7	..	..	..	..	..	..	..	..
Westford,	14,144 19	2,000 00	10 00	102	103	85	111	8	2	181	832	\$0 20	\$7 79	..	..
ROCK—															
Avon,	1,980 00	300 00	5 00	9	9	4	9	11	4	162	..	..	..	2	40
Beloit,	1,400 00	250 00	25 00	7	6	..	5	1	2	224	..	..	..	..	..
Beloit City,	18,000 00	14,000 00	4,000 00	1	1	..	..	2	..	202	..	..	..	2	40

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
St. Croix—continued.																
Hudson,.....	\$750 00	\$250 00	\$200 00	3	3	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Troy,.....	885 00	15 00	15 00	3	3	3	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Star Prairie,.....	650 00	350 00	100 00	3	3	3	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pleasant Valley, ..	6,036 80	500 00	15 00	23	19	12	27	.....	.....	.....	.....	.....	.....	.....	2	45
SAUK—																
Spring Green,...	1,169 00	1,000 00	14 00	7	7	5	7	3	..	112	183	\$15 00	\$5 00	\$10 00	.....	.....
Troy,.....	1,890 00	500 00	50 00	6	6	2	6	3	2	132	353	1 93	.....	.....	.....	.....
Prairie du Sac,...	4,725 00	2,500 00	50 00	9	7	1	8	3	1	424	824	1 93	.....	1 93	4	125
Bear Creek,...	625 00	300 00	50 00	8	8	4	8	1	..	11	6	.....	.....	.....	.....	.....
Franklin,.....	380 55	155 55	25 00	4	4	4	4	.....	.....	9	7	.....	10	.....	.....	.....
Honey Creek,.....	1,204 38	350 00	50 00	5	9	2	7	2	8	109	191	18	18	.....	.....	.....
Kingston,.....	2,450 00	600 00	50 00	7	7	2	9	5	3	181	44	38	.....	.....	.....	.....
Merrima,.....	1,080 00	450 00	10 00	5	6	..	6	5	1	177	163	25	.....	25	.....	.....

Washington,.....	1,190 00	150 00	45 00	11	11	5	11	1	1	57	50	18 47	5 28	18 29	9	355
Westfield,.....	550 00	200 00	10 00	6	7	5	6	1	1	6	5	18 47	5 28	18 29	9	355
Freedom,.....	641 00	310 00	50 00	5	6	5	6	1	1	6	5	18 47	5 28	18 29	9	355
Baraboo,.....	3,425 00	1,800 00	50 00	10	9	2	8	2	2	8	3	18 47	5 28	18 29	9	355
Greenfield,.....	1,275 00	250 00	75 00	4	5	5	7	7	7	7	2	18 47	5 28	18 29	9	355
Reedsburg,.....	3,000 00	1,500 00	100 00	8	10	5	7	1	1	84	418	18 47	5 28	18 29	9	355
Excelsior,.....	720 00	.....	.....	5	8	1	8	1	1	15	15	18 47	5 28	18 29	9	355
Fairfield,.....	1,471 00	820 00	15 00	6	7	5	6	1	1	15	15	18 47	5 28	18 29	9	355
Woodland,.....	.....	400 00	.....	3	3	3	3	3	3	.....	.....	18 47	5 28	18 29	9	355
Marston,.....	2,975 00	1,000 00	50 00	13	15	6	14	1	1	55	50	18 47	5 28	18 29	9	355
Winfield,.....	385 00	310 00	50 00	7	7	4	7	1	1	55	50	18 47	5 28	18 29	9	355
Dellona,.....	1,100 00	300 00	200 00	4	9	4	9	9	9	84	367	18 47	5 28	18 29	9	355
New Buffalo,.....	4,475 00	2,000 00	50 00	6	7	1	7	1	1	84	367	18 47	5 28	18 29	9	355
SHAWANO—	35,470 91	2,500 00	10 00	139	158	53	153	80	10	1,456	2,675	18 47	5 28	18 29	9	355
Richmond,.....	.....	.....	.....	.....	.....	.....	.....	1	1	40	40	.....	.....	.....	.....	.....
Shawano,.....	800 00	500 00	300 00	.....	2	1	2	.....	.....	40	40	.....	.....	.....	.....	.....
Belle Plaine,.....	70 00	70 00	70 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Matteson,.....	133 00	71 00	62 00	2	2	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Waukechon,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
SHEBOYGAN—	1,003 00	500 00	62 00	2	4	3	4	1	1	80	80	.....	.....	.....	.....	.....
Abbott,.....	455 00	150 00	10 00	12	12	8	12	6	6	129	13	.....	.....	.....	.....	.....
Green Bush,.....	2,925 00	2,000 00	25 00	10	10	1	10	3	3	68	68	.....	.....	.....	.....	.....
Herman,.....	416 00	280 00	1 00	7	7	7	4	5	5	68	10	.....	.....	.....	.....	.....
Holland,.....	2,195 00	400 00	10 00	9	10	1	11	9	1	504	197	10	.....	10	1	60
Lima,.....	2,480 00	800 00	100 00	10	5	1	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Lyndon,.....	2,391 00	900 00	1 00	9	7	1	11	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mitchell,.....	505 00	390 00	5 00	8	7	1	8	2	2	32	18	.....	.....	.....	.....	.....
Mosel,.....	225 00	100 00	25 00	1	4	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Plymouth,.....	2,625 00	500 00	100 00	9	6	.....	7	2	2	48	11	.....	.....	.....	.....	.....

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorporated Academies.	Average No. Pupils attending such Schools during the year.
SHEBOYGAN—con.																
Rhine, ..	\$977 00	\$350 00	\$10 00	7	7	2	2	2	..	12	..	..	..	..	..	..
Russell, ..	180 00	160 00	20 00	2	2	1	2	..	..	..	..	..	..	..	..	..
Scott, ..	575 25	200 00	25	5	7	1	..	2	..	223	73	..	..	..	..	..
Sheboygan, ..	775 00	300 00	75 00	3	3	..	4	4	..	184	478	..	..	..	..	..
Sheboygan City, ..	8,000 00	8,000 00	8,000 00	1	..	..	..	1	..	16	50	..	..	..	2	220
Sheboygan Falls, ..	890 00	300 00	25 00	11	8	..	10	..	..	..	14	..	..	..	..	..
Sheb'n Falls Vil., ..	800 00	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..
Wilson, ..	900 00	350 00	..	6	6	1	6	..	..	..	..	..	..	..	..	..
	27,114 25	8,090 00	25	111	102	17	96	36	1	1,282	864	\$0 10	..	\$0 10	3	280
TREMPELEAU—																
Arcebia, ..	100 00	100 00	100 00	1	..	..	1	1	..	15	..	10	..	10	..	..
Caledonia, ..	700 00	450 00	250 00	2	3	1	3	..	1	68	119	..	..	..	..	..
Gale, ..	1,215 00	500 00	340 00	4	4	1	4	..	..	..	..	..	..	..	..	..

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and priv. Schools other than incorp'd Academies.	Average No. of Pupils attending such Schools during the year.
WASHINGTON—con.																
Hartford,.....	\$3,245 00	1,500 00	\$20 00	7	8	1	8	10	..	874	207	..	..	..	..	..
Jackson,.....	650 00	100 00	50 00	12	12	1	12	7	..	288	62	..	..	..	..	..
Kewaskum,.....	603 00	300 00	8 00	5	4	..	6	..	..	53	..	..	..	..	..	..
Polk,.....	912 00	250 00	2 50	10	10	..	9	..	..	27	..	..	..	..	..	..
Richfield,.....	500 00	120 00	15 00	12	10	1	10	..	..	44	..	..	..	..	..	..
Trenton,.....	2,200 00	350 00	20 00	12	6	..	..	4	5	12	9	..	..	..	..	..
Wayne,.....	285 00	60 00	30 00	8	8	3	8	..	..	15	..	..	..	..	..	..
West Bend,.....	1,075 00	350 00	10 00	8	8	1	6	2	..	24	..	..	..	..	..	..
	15,580 00	1,500 00	2 50	110	103	12	92	43	5	1,208	779	..	..	..	..	..
WAUKESHA—																
Vernon,.....	1,510 00	350 00	10 00	7	7	..	8	..	..	..	..	..	..	..	2	50
Brookfield,.....	1,975 00	500 00	50 00	12	..	..	7	4	..	61	35	..	..	..	..	..
Menomonee,.....	2,920 00	700 00	20 00	12	11	..	10	6	..	123	24	..	..	..	..	..
Oconomowoc,.....	5,135 00	2,500 00	10 00	8	3	..	4	5	7	655	2,414	..	..	..	4	83

Table No. VII.—continued.

Names of Counties and Towns.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House Sites containing less than one acre.	No. of School House Sites uninclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. volumes in all the Libraries.	No. of volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
WAUSHARA—																
Bloomfield,	\$2,060 00	\$210 00	\$50 00	3	6	11	3	1	1	21	.....	.....	.....	.....	.....	.....
Coloma,	575 00	300 00	25 00	3	3	4	4	1	.....	.....	.....	.....	.....	.....	.....	.....
Dakota,	335 00	150 00	10 00	3	5	1	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
Deerfield,	500 00	300 00	50 00	1	3	1	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hancock,	725 00	300 00	50 00	5	5	8	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
Leon,	1,290 00	300 00	25 00	10	10	8	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
Marion,	981 00	300 00	25 00	7	9	5	9	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mount Morris,	400 00	240 00	25 00	7	7	7	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oasis,	919 00	300 00	15 00	5	5	4	7	.....	.....	.....	.....	.....	.....	.....	.....	.....
Plainfield,	2,405 00	480 00	15 00	11	11	3	11	.....	.....	.....	.....	.....	.....	.....	.....	.....
Poyissippi,	580 00	240 00	40 00	4	4	1	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Richford,	960 00	300 00	25 00	8	8	8	8	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rose,	395 00	300 00	75 00	1	2	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....
Sacramento,	1,605 00	500 00	50 00	5	5	1	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
Saxville,	965 00	300 00	25 00	5	5	1	5	.....	.....	.....	.....	.....	.....	.....	.....	.....
Spring Water,	175 00	75 00	30 00	3	6	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....

[illegible]

TABLE NO. VII.—RECAPITULATION.

Names of Counties.	Total valuation of Sch'l Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No. of School House sites containing less than one acre.	No. of School House sites unclosed.	No. Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. of volumes in all the Libraries.	No. of volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of select and private Schools other than incorp'd Academies.	Average No. Pupils attending such Schools during the year.
Adams, ...	\$8,683 68	\$400 00	\$10 00	50	56	26	62	2	2	87	71	\$0 60	...	\$0 60	...	...
Bad Ax, ...	8,775 23	1,000 00	10 00	70	74	55	78	1	1	15	...	...	...	...	8	42
Brown, ...	13,042 00	4,000 00	80 00	27	28	20	37	12	1	620	1,063	...	0 35	0 15	3	51
Buffalo, ...	5,062 00	500 00	60 00	13	16	16	20	...	...	...	...	...	...	...	...	...
Calumet, ...	4,926 00	500 00	2 00	46	39	23	42	9	1	373	487	...	...	...	3	90
Chippewa, ...	2,725 00	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Clark, ...	785 00	300 00	15 00	3	3	4	7	...	...	...	...	...	...	...	...	...
Columbia, ...	29,292 43	1,500 00	5 00	107	131	19	113	52	2	1,804	2,069	...	...	...	2	...
Crawford, ...	13,062 79	4,323 00	20 00	65	72	60	72	3	...	16	...	...	...	...	1	30
Dane, ...	64,252 70	5,000 00	5 00	194	185	47	201	69	18	2,015	1,459	0 50	...	0 50	16	392
Dodge, ...	67,986 60	7,000 00	3 00	183	161	39	157	108	13	3,908	5,793	...	...	...	11	577
Door, ...	250 50	20 50	3 00	4	5	6	...	...	...	...	...	...	...	...	...	...
Douglas, ...	1,300 00	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Dunn, ...	2,488 00	550 00	20 00	17	18	3	18	...	...	...	...	...	...	...	1	...
Esau Claire, ...	3,785 45	1,500 00	25 00	21	20	12	21	1	...	10	...	...	...	...	1	20
Fond du Lac, ...	83,151 50	2,000 00	1 00	155	130	15	139	71	17	2,436	4,026	2 09	0 38	1 45	12	450

Grant,.....	44,886 00	5,000 00	5 60	97 114	87	115	11	498	522	21 64	.....	0 43	14	825
Green,.....	31,646 47	1,600 00	40	108 128	30 100	100	21	4	1,192	559	.....	.....	1	75
Green Lake,.....	17,464 83	1,000 00	25 00	60 74	12	56	40	6	1,460	1,025	0 90	0 15	5	101
Iowa,.....	25,702 97	2,000 00	10 00	68 78	9	70	23	1	807	335	.....	.....	7	115
Jackson,.....	6,349 00	1,500 00	25 00	24 24	17 24	24	.....	.....	.....	.....	.....	.....	1	30
Jefferson,.....	35,851 30	4,540 00	50	124 113	17 83	83	53	15	1,276	1,019	0 85	0 87	5	170
Juneau,.....	13,216 00	2,000 00	10 00	71 79	36 78	78	4	1	84	18	.....	.....	.....	.....
Kewanee,.....	2,996 00	650 00	30 00	12 16	21 23	23	.....	.....	.....	.....	.....	.....	.....	.....
Kenosha,.....	35,600 00	12,000 00	5 00	62 34	.....	44	36	.....	1,786	4,935	0 10	.....	.....	.....
La Crosse,.....	33,147 00	10,600 00	500 00	24 16	1	3	2	.....	265	668	0 75	0 20	2	50
La Fayette,.....	25,310 00	1,400 00	5 00	68 81	36	90	15	1	1,948	534	0 85	0 30	7	179
La Pointe*,.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Manitowoc,.....	15,284 90	2,000 00	50 00	75 81	37	75	18	.....	675	1,259	.....	.....	2	100
Marathon,.....	485 42	.....	.....	5 4	2	8	.....	.....	.....	.....	.....	.....	1	8
Marquette,.....	7,628 42	400 00	5 00	56 51	26	67	18	7	543	450	.....	.....	7	68
Milwaukee,.....	101,243 00	20,000 00	20 00	74 47	5	36	47	4	1,889	599	26 13	10 37	16 06	85 1907
Monroe,.....	9,415 74	400 00	100 00	52 52	33	55	.....	.....	.....	.....	.....	.....	2	19
Oconto,.....	3,860 00	1,600 00	300 00	6 8	6	14	.....	.....	.....	.....	.....	.....	.....	.....
Outagamie,.....	9,296 00	600 00	10 00	54 46	21	52	7	.....	226	156	.....	.....	.....	.....
Ozaukee,.....	15,777 00	4,000 00	10 00	51 54	14	45	36	4	1,580	1,077	0 60	0 25	2	50
Pepin,.....	1,787 00	450 00	50 00	11 8	4	11	.....	.....	.....	.....	.....	0 35	6	108
Pierce,.....	5,445 00	450 00	75 00	18 19	14	24	.....	.....	.....	.....	.....	.....	.....	.....
Polk,.....	800 00	800 00	800 00	1 1	2	5	.....	.....	.....	.....	.....	.....	3	32
Portage,.....	12,779 20	3,500 00	5 00	43 57	25	61	9	2	392	1,755	1 25	1 25	4	100
Racine,.....	54,815 00	6,000 00	25 00	75 43	1	60	69	8	3,638	8,045	.....	0 68	5	463
Richland,.....	14,144 19	2,000 00	10 00	102 103	85	111	8	2	181	332	0 20	0 20	7 79	.....
Rock,.....	132,371 00	14,000 00	5 00	168 143	7	131	99	31	943	2,491	.....	.....	11	430
St. Croix,.....	6,036 80	500 00	15 00	23 19	12	27	.....	.....	.....	.....	.....	.....	2	45
Sauk,.....	35,470 91	2,500 00	10 00	139 58	53	158	30	10	1,456	2,675	18 47	5 28	13 29	9 355
Shawano,.....	1,003 00	500 00	62 00	2 4	3	4	1	1	80	80	.....	.....	.....	.....
Sheboygan,.....	27,114 25	8,000 00	40 25	111 102	17	96	36	1	1,282	864	0 10	0 10	3	280
Trempealeau,.....	3,160 00	500 00	40 00	15 16	9	19	3	2	244	704	0 90	0 90	1	9

*No Report.

†Town of Scott

Table No. VII.—Recapitulation.—continued.

Names of Counties.	Total valuation of School Houses.	Highest valuation of any School House.	Lowest valuation of any School House.	No of School House sites containing less than one acre.	No. of School House sites unclosed.	No. of Schools without Blackboard.	No. of Schools without Outline Maps.	No. of District Libraries.	No. of Joint Libraries.	No. Volumes in all the Libraries.	No. of Volumes loaned during the year.	Amount Library fines collected.	Amount Library fines expended.	Amount of Library fines remaining unexpended.	No. of Select and Private Schools other than incorporated Academies.	Average No. Pupils attending such Schools during the year.
Walworth.....	51,180 50	1,500	.....	146	136	3	145	54	6	1,723	1,022	0 20	.....	0 20	10	840
Washington....	15,580 00	1,500	2 50	110	103	12	92	43	5	1,208	779	.....	.....	.....	.....	.....
Waukesha.....	48,056 00	2,500	5 00	105	80	6	86	48	14	1,523	2,918	.....	.....	.....	9	198
Waupaca.....	9,574 00	.....	.....	65	60	31	73	3	.....	89	89	0 30	.....	0 30	.....	.....
Waushara.....	18,027 00	2,000	10 00	91	104	36	103	1	.....	21	.....	.....	.....	.....	.....	.....
Winnebago.....	46,451 55	7,000	5 00	93	85	16	89	10	.....	711	1,054	.....	.....	0 65	3	60
Wood.....	1,968 00	575	25 00	6	9	8	9	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total.....	\$1,185,191 73	20,000	\$0 25	8,367	8,301	1,047	3,314	1,071	179	41,997	51,062	\$75 93	\$18 43	\$45 92	210	7772

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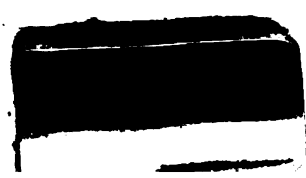
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